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ABSTRACT

The Phase II study of the Florida Migratory Child Survey Project had as its primary focus the data obtained directly from migratory workers and public schools. Major objectives of the 12-month study were (1) to obtain an accurate count of migratory workers and children in each Florida county, (2) to determine movement patterns of migratory workers, (3) to determine the number of migratory children enrolled in schools and duration of enrollments, (4) to determine the nature and amount of services offered to migratory personnel by community agencies, and (5) to identify major unmet needs of migratory children. Secondary objectives evolved after the study began. Many of the data were gathered using over 100 trained interviewers. Major chapters report on the distribution and movement of migrant families; family characteristics and economic conditions; health, housing, and social conditions; the Mexican American migratory worker; distribution and movement of migratory children; school enrollments of migrants; educational needs; assessment tests; summary and conclusions; and recommendations for improving the education of Florida's migratory children. The document contains 116 tables, 48 figures, and a bibliography. (Appendices for the document are presented as RC 004 901.) (AL)

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MIGRANT CHILDREN IN FLORIDA
The Phase II Report of The Florida Migratory Child Survey Project, 1968-1969

University of Miami
Florida Migratory Child Survey Center

Vol. 1

Prepared for the Migratory Child Division of the
Florida State Department of Education

August 1969

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ERRATUM

The discerning reader will happen across some instances of format errors in the 1200 pages of this report. It is the writers' hope that very few errors of substance are in evidence. Because of the urgency of preparation in time for our August 31 contract deadline. These technical mistakes crept into the manuscript and are still there. The following notes refer to those which create puzzling situations on the pages noted:

"Volume I" should appear on the first title page.

Figure 4, page 79, is an incomplete duplicate of Figure 2 on an earlier page.

The Table of Contents does not indicate division by the sections used in the report. The sections should be as follows:

Volume 1

Section One, Introduction (prior to page 1).

Section Two, The Florida Migratory Family (page 31).

Section Three, The Schools and the Florida Migratory Child (page 321).

Section Four, Conclusions and Recommendations (page 508).

Volume 2

Section Five, Appendices (page 586).

Section Six, Supplementary Appendices (page 785).

On pages 233 through 255 the percentages of migrants "receiving help" and the percentage of migrants "needing help" are computed using different bases, therefore, all migrant percentages which refer to "receiving help," should be divided by 2.25 in order to show accurately the relationship between the number of migrants interviewed. The percentages related to "help needed" are already based on the total number of migrants interviewed.

On page 330 the table shown has percentage symbols throughout. These are inappropriate and should be disregarded by the reader.

E.J.K.

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PREFACE

This report is the product of a year of intensive inquiry into some of the social, economic and educational conditions affecting the lives of the children of Florida's migratory farm workers. It follows a preliminary study made and reported last summer.

This state-wide study was conducted by the Florida Migratory Child Survey Center in connection with the School of Education of the University of Miami. It was funded by the Migratory Child Division of the Florida State Department of Education. The purpose of this project was to provide the state with information concerning the status and needs of its school-age migratory child population, and from this information to formulate recommendations for improved educational conditions for these children.

From October, 1968 to June, 1969 many thousands of detailed, structured inquiries were made by the project staff. These inquiries centered on migratory farm workers and school officials and teachers who work with migratory children; as a secondary effort, many interviews were conducted with growers and community agency officials. Due to the fact that the second phase of this study took place throughout the Florida harvesting season, the data gathered is an attempt to reflect the various dimensions of the migrant worker condition.

Because of its exhaustive nature, and because this effort was subsequent to a preliminary study during the summer of 1968, the scope, precision and methodology were such that it is hoped that these findings will be of substantial benefit to the state.

E. John Kleinert
Coral Gables, Florida
August, 1969

CHAPTER I

OBJECTIVES OF THE STUDY

During the summer of 1968 The Migratory Child Compensatory Program of the Florida State Department of Education appointed the University of Miami to conduct the second phase of its investigation of the status and needs of the migratory child in Florida. By this time the Migratory Child Survey Center had already carried out Phase One of this project and had presented preliminary recommendations to the state.

The study reported in these volumes is an attempt to provide definitive information about migratory workers and their children throughout the state of Florida so that the State Department of Education can improve its efforts to provide county school districts with effective compensatory educational programs for migratory youngsters.

Although the State Migratory Child Program included only 20 of the counties of Florida at the time of this study, the survey was carried out in all 67 of the state's counties and was intended not only to assess the magnitude of migrant activity in each of the counties where migrants were known to be located, but also to determine whether migratory children were likely to be present in the other 47 counties

The preliminary study, Phase One, provided some information concerning the density and distribution of migratory workers, as well as indications of their social characteristics--their health, their housing and sanitation conditions, and their educational situation. This study, Phase II of the Florida Migratory Child Survey Project, had as its primary focus data obtained directly from migratory workers and public schools, and directed only secondary attention to data from growers and agency officials. This change in focus was possible because of the twelve-month nature of Phase II, whereby the migratory workers and their children's schools could be studied from the time of the workers earliest arrival for the fall harvests until their last departures in the late spring.

Throughout the study migratory children were defined according to the guidelines set forth in the "migratory child" amendments to Public Law 89-10, Title One of the Elementary and Secondary Education Act. This law defined the migratory child as any youngster between the ages of 5 and 17, inclusive, whose parents or guardians crossed county or state lines at least once during a previous 12-month period for the purpose of temporary agricultural employment.

In summary form, the major objectives for this project were to:

a. determine as accurately as possible how many migratory workers and children were located in each county during each month of the 12-month research period.

b. determine from samples of migratory workers what their movement patterns were.

c. determine from the schools of Florida the number of migratory children each had enrolled and the duration of their school experience.

d. obtain sufficient data from community agencies to indicate the nature of the services offered migratory workers and their children, and the number serviced.

e. identify the major unmet needs of the migratory child.

As the project developed, a number of secondary objectives were formulated. The design of the study was sufficiently open to enable creative ideas for additional inquiries within the scope of the major objectives to be formulated and undertaken after the project was underway. Among the objectives that were added subsequent to the beginning of the project were to:

a. conduct a subjective analysis of the family life styles of members of one ethnic group of Florida migrants--the Texas-Mexican--through sharing their family experiences on a residential basis.

b. determine the feasibility of assessment tests for elementary school migratory children; and develop, field test and evaluate a set of such tests.

c. collect relevant data pertaining to the personal and social adjustment of the migrant child in the intermediate grades.

d. develop a film strip to illustrate some of the conditions of this study of migratory families.

e. construct from the basic data a complete roster of the individual Florida schools serving migratory children, including the approximate number each serves.

f. provide special area analysis of data upon request for the State Department of Education throughout the school year.

g. organize and conduct an interstate conference of state migratory child education officials.

The major and secondary objectives of this study were the foundation upon which the design and methodology of the study were built. They also served, of course, as outcomes, as will be seen in the subsequent chapters.

CHAPTER II

DESIGN AND METHODOLOGY OF THE STUDY

The plan for carrying out the Phase II objectives enumerated in Chapter One is described in detail in this chapter. This design implements some of the design characteristics used during the preliminary phase of this project, improves other earlier design characteristics, where required, and includes the development of new design features to adapt to the shift in emphasis which distinguishes Phase I from Phase II.

The objectives of this study enabled the project to be broadly divided into three discrete efforts:

I. A status study of the migratory child and his family
II. A population estimate of migratory workers and their children
III. A series of specialized miscellaneous tasks developed after Phase II began

The design for each of these three objectives are described in the remainder of this chapter.

I. THE STATUS STUDY OF THE MIGRATORY CHILD AND HIS FAMILY

In order to determine the social, economic and educational status of the migratory child and his family a series of interview instruments which were initially developed by this project for Phase I were revised and improved for use in Phase II. These instruments (see Appendix C-K) were separately developed for use with each of five groups: adult migrants, growers, community agencies, school building principals and county school officials. They included questions related to each of the many characteristics of migratory life and education that we wished to investigate. These questions, therefore, were directed at the following issues:

A. location, count, movement and personal data on migrants.
B. employment conditions, including salary, hours and type of employment.
C. social characteristics of migrants, including their acceptance by society, and their attitudes and activities.
D. health, housing and sanitation conditions of migrants.
E. the educational conditions of migratory children (this includes their successes and failures in school; the special programs developed for them; their attitudes, acceptance and attendance).

F. general major unmet needs of migratory children.

The responses to these questions were coded and computerized prior to analysis. The method for doing this is described later in this chapter.

In order to conduct an adequate number of interviews among representative groups of migratory workers and associated officials, over 100 interviewers were employed locally throughout the State of Florida.

The zones in which they were hired each represented approximately equal number of migratory workers, based on Phase I data. Wherever possible the most effective of the preliminary project interviewers were retained. New interviewers were employed after careful consideration and assessment of their ability to contact and communicate with migratory workers. Because the interviewer's position was a part-time job, he was usually employed elsewhere during the year, most commonly as a teacher or agricultural worker. In every case it was required that he have had experience dealing with migratory workers and their children.

In areas of heavy migratory population as many as 10 interviewers per county were employed; where the migratory population was indicated as sparse by Phase I data, a single interviewer often was assigned a cluster of counties. Enough bilingual interviewers were hired where Mexican-American migrants were located so as to surmount any language problems encountered.

These interviewers were employed to conduct their periodic work on Saturdays, Sundays, and late afternoons on weekdays, (when migratory workers were not in the fields) during particular periods of each month.

Conferences and training sessions were held for the interviewers throughout the year. The initial training period was at the University of Miami and is described in more detail later in this chapter; subsequent training conferences were conducted by center staff for specific interviewers at their locations throughout the state. At these conferences attempts were made to refine and improve data collection techniques.

The interviewers were each assigned monthly contacts with all schools which enroll migrant children in their area, with migrant camps and other living areas of migrant workers, with employers of these workers and with community agencies serving, at least in part, migratory workers. All of these contacts had been established by the Project's Phase I work and were thereby assigned out of the University of Miami Center. The field work was organized and supervised by research associates and graduate assistants assigned this function at the Project Center.

Data sources and uses. Interview assignments were determined by the central office so as to reflect stratified sampling according to: ethnic groupings, ghetto-camp housing, crop types and geographical distribution variations of the workers. The sources, questions and data obtained monthly by each interviewer is given below.

A. Source: Schools with Migrant Children (Phase I work identified these)

The data obtained from schools included:

1. number of such children
2. number of such children departed since last monthly contact--this includes when each child left and how long he was in school before leaving.
3. number of these students who had arrived since last monthly contact--this includes both the school at which the child arrived and the length of elapsed time in each child's schooling during the move.

Information Obtained from This Data:

1. local monthly count of migratory children.
2. direction of migratory movement of children and duration of stay.
3. duration of school experiences for children of migratory workers.

B: Source: Employers of Migrants or Field Crew Leaders, Florida Industrial Commission and Florida Agricultural Extension Service

The data obtained from these sources includes:

1. a monthly count of the number of migratory workers, migratory family units and children of migratory workers.
2. the number which left each month, including data as to when they left and how long they had been in one locality before leaving.
3. the number which arrived each month, including data pertaining to where they arrived from.
4. economic conditions of the migratory worker.

Information Obtained from This Data:

1. a count of all migratory adults by locality, by month
2. movement and direction of all migratory adult travel
3. the length of work experiences of migratory laborers
4. information concerning migratory families

C: Source: Agencies Serving Migratory Workers (Phase I work identified these)

The questions asked here center about the number of adults and children of migratory workers served, and the nature of the services given them. The data arising from this source is headed "nature of services obtained from the community by migratory workers."

D: Source: Migratory Workers

The monthly information obtained here included:

1. Whether children were in school currently; how long they were in the schools; what schools they were in before; dates of attendance; and where the children went to school after their next move. These questions also elicited the child's regularity of school attendance and his success or failures in school.
2. Social, economic and health conditions of the families.

Data obtained from migratory workers included:

1. The proportion of migratory children who were in school, including duration of attendance, previous school attended, school of anticipated attendance
2. Data pertaining to working and living conditions of migratory families

Supervision and training of field staff. Throughout the seven months of data collecting the staff was mindful that one of the crucial considerations for conducting a large comprehensive survey is adequate supervision and on-going training of those project employees who are responsible for collecting and reporting accurate data gathered in the field. This supervisory problem was essentially four-fold: developing the field worker's skill relative to identifying data sources; conducting interviews and obtaining valid, objective data; recommending to field employees a consistent expectancy from the central office relative to the meaning of certain interview form items; determining whether or not field employees have, in fact, contacted all data sources; and insuring a constant flow of data from field workers to the central office.

In order to achieve this four-fold expectancy a rigorous and continuing program of field evaluation, supervision and training was carried out in the following way:

- At the initial meeting with interviewers in Miami, the field staff was introduced to the goals of the project, its procedures and data-gathering instruments, and its strategies. Also at this meeting field personnel were introduced to the central office research associates to whom they would be responsible for reporting data and who would work with them in the field as the survey progressed. (See Appendix N for detailed description of training session activities).

After this initial introduction to the methods and techniques of the project, the supervision of field work proceeded as follows:

A. The central office staff studied intensively all aspects of the survey, including its techniques and instrumentations, and developed consistent quidelines for working with field personnel.

B. The staff constructed an "In-Coming Data Chart" upon which all data received from the field was recorded by county.

C. Each central office research associate examined all of the data he received from the field. If errors were noted, wherever possible these errors were corrected by telephone. When telephone correction was not possible the data was returned to the field interviewer with instructions for correction.

D. When the central office research associate was satisfied that any given data was complete and correct it was recorded on the "In-Coming Data Chart."

E. Based upon the noted frequency of errors in incoming data from particular counties and also upon the consistency of data reporting from each county, central office consultants constructed field supervision itineraries. These itineraries placed first supervisory priority upon those areas which seemed to be having the greatest amount of difficulty in obtaining the data or reporting it accurately. In this way it was assumed that more intensive supervisory effort could be provided to areas of greatest need for such supervision.

F. Throughout the Project central office research associates spent a minimum of two days each week in the field working with survey coordinators and interviewers, thereby providing regular on-going assistance to field personnel. In addition to this field contact regular communications were maintained with interviewers by telephone.

G. Regular weekly meetings of all central office personnel were conducted. The purposes of these meetings were to maintain communication and consistency, to discuss problems, and to suggest possible ways of ameliorating problem situations.

In general, constant communication was maintained with all field personnel. Although problems were expected and, in fact, arose, these problems were dealt with. The incidence of field problems and data reporting errors appeared to steadily decrease as the entire project staff developed greater skill.

Handling and computerization of interview data. As the survey proceeded, interview forms were delivered monthly to the central office research associates. In the central office each interview form was reviewed for accuracy.

Upon having reviewed data received from the field, the central office associate then recorded the receipt of this data on the chart located in the central office.

The responses on each interview form were keypunched. For purposes of more efficient storage a weekly transfer of all punch cards was made to magnetic tape as BCD alphanumeric information. This process did away with the necessity for storage of large quantities of keypunched cards and served as input for monthly computer runs throughout the course of the study.

Four primary procedures were used in the analysis of the quantitative survey data:

1. frequency counts
2. descriptive statistics; i.e., means, standard deviations, rank order and product-moment correlations
3. contingency tables for non-parametric statistics
4. histograms and polygrams

All data was analyzed using the University of Miami IBM 7040 computer system operating under the control of the IBSYS monitor which is a group of integrated programs permitting continuous job processing. Programs designed for the discrete purposes of the Florida Migratory Child Survey were written and completed prior to the outset of the data-collecting period.

After the primary analysis of data was completed, the magnetic tapes containing data were sorted so that all data remained available and was provided in answer to many kinds of discrete questions which might not have been seen as germane in the preliminary analysis of data. This storage of data also will serve as information sources for future State Department of Education needs.

Validation of interview instruments. As a major part of the earlier Phase I activity, the interview instruments developed by the central office staff were validated by the field interviewers. At the end of the first two weeks of data collecting, each interviewer was asked to suggest revisions to the five interview forms in light of his experiences in using them with migrants, employers, school officials and representatives of community agencies. In addition, the research staff at the university made modifications based upon its first two weeks of work with the forms and upon suggestions which were obtained from appropriate officials in the Migrant Program at the State Department of Public Instruction. A further effort to improve the data collection materials was made at the end of Phase I research period when the 39 coordinators and the University of Miami researchers revised and improved further the interview instruments.

When Phase II interviewing began on November 1 the interview instruments had undergone a complete revision based on the preliminary study and were crystallized to the point where only those questions proven to yield clear information and to be pertinent to the objectives of the study were included.

Information components and sources. The table on the next page illustrates the design components. The X's with parentheses around them represent primary sources of data, the other X's represent secondary sources. The cross-fix on information provided by this use of multiple sources has the effect of increasing the reliability of the data.

TABLE I

PHASE II DESIGN COMPONENTS

Basic Information Components	Sources of Information				
	Employers	Schools	Community Agencies	Migratory Workers	Migratory Children
Living Conditions Housing Sanitation General Facts	X		X	(X)	
Welfare Payments Services Extent			(X)	X	
Employment Conditions Type, Wages, General Facts	(X)		(X)	X	
Achievement Potential of Children					(X)
Educational Status of Children Success - Failure Attendance Special Programs		(X)		X	
Personal Data Movement Location General Facts	X	X		(X)	

II. THE POPULATION ESTIMATE OF MIGRATORY WORKERS AND THEIR CHILDREN

A major objective of Phase II of this survey was to determine as accurately as possible how many migratory agricultural workers and children were located in any given region of the state during each of the twelve months of the research period. The geographic area selected for this determination was the county unit, and the specific results of this portion of the study are recorded in Appendix P .

Early in the planning stages, it became obvious that no one head-count procedure could in and of itself fulfill the requirements necessary to determine the precise number of workers in a given county at a given time; therefore, it was decided initially (1) that three promising methods of approach to this census would be undertaken; (2) that these methods would be, insofar as was possible, unrelated each to the other so that they would individually contribute more validity to the final numerical prediction through this independence; and (3) that a compilation or weighted average of the three approaches or methods would provide the most accurate estimate of the total worker-child census.

Essentially, the mechanism employed for carrying out the census was as follows:

A. The Agricultural Commodity Production Base

An analysis was made of the agricultural commodity production, both citrus and vegetable, of each Florida county over the past five years, i.e., from the year 1963 through the year 1968. This analysis was undertaken with facts and figures supplied by the Florida State Department of Agriculture, and in close consultation with each county agricultural agent throughout the state. This analysis provided two basic figures; namely, (1) a weighted annual average agricultural commodity production figure for each crop per county per month; and (2) a percentage figure per county per month which represented the average total amount of each crop which was harvested and packed by migratory agricultural labor. In this way, it was possible to determine (given a "normal" commodity production year) the approximate number of migratory laborers necessary to harvest any given crop in any county in any particular month of the year.

B. The Crew Chief Data Base

The Florida Industrial Commission maintains for each registered crew chief who operates in Florida a form commonly known as the Agricultural Worker Schedule. This form lists, among other data pertinent to the study, (1) the total number of workers in each crew, and (2) the month-by-month location of the crew for the entire year. A form for each crew known to be currently operating in Florida was obtained from the FIC, and data from all forms were key punched and subjected to computerized analysis.

In this way it was possible to obtain in tabular form the total number of migratory agricultural workers in any given county in any particular month of the year. This data was then further supplemented with information regarding crews unregistered with the FIC, but which are known to be currently operating in Florida. The result of this portion of the census was a total worker population estimate throughout the state of all those workers who travel in crews.

C. In-season Farm Labor Report Data Base

The In-season Farm Labor Report, a bi-monthly tally of all Florida crop activity and farm labor employed in that activity, was obtained and scrutinized by survey personnel for the total number of migratory agricultural workers actually employed in the fields during given two week periods beginning August 1st, 1968, and continuing to date. This report, which is prepared by the Florida Industrial Commission, and which is a compilation of thirteen regional reports from local FIC offices, lists the total labor force in individuals actually employed to harvest various commodities throughout the state. This total labor force is broken further into migrant and non-migrant (local) labor.

It was possible as a result of analysis of these reports to determine the total number of migratory workers reported as employed in each county throughout the state in a given month.

Final migratory agricultural worker census estimate. After worker estimates had been obtained from the three sources specified and outlined above (per county, per month), a weighted numerical average was derived as a single census estimate. As a result, it was possible to accurately estimate the total number of migratory agricultural workers in any given Florida county in any particular month of the year. The actual estimate itself appears in tabular form in Appendices P through S of this study.

Worker-child index. In order to estimate as accurately as possible the number of children of migratory workers in any given county per month it was necessary to first construct an index which could be applied to the final worker estimate as a ratio of workers to children. This ratio, termed throughout this study the worker-child index, was applied to each final worker census estimate so as to reflect the number of children 5 through 17 years of age which might be reasonably expected to be found in each county for each month of the year. The full report of the figures derived from this design is given in Chapter Three.

III. SPECIALIZED OBJECTIVES DEVELOPED DURING THE STUDY

As described in Chapter One, the basic objectives of The Florida Migratory Child Survey Project, Phase II, were supplemented during the study by several important subprojects which evolved from the primary purposes and design.

The following lists these special topics and describes the means by which they were accomplished:

The development of academic level assessment tests for elementary school migratory children. This project was developed for the purpose of devising experimental assessment tests so that teachers of migratory children newly arrived in their classrooms could obtain insights into these children's intellectual and social backgrounds as these backgrounds relate to achievement levels. In short, the objective was to provide tests which any teacher could administer to a new migratory child so as to gain a rapid estimate of his ability. This type of instrument would enable the teacher to determine, at least roughly, the appropriate materials and ability grouping levels to use for the new child at the beginning of his enrollment in a new school.

Following the test development it was to be field tested, validated, and preliminary norms for its use were to be established. The product, therefore, was to be ready for wide-scale use at the end of this project. The test development description, the tests themselves and the validation information are in Chapter Ten and the appendices of this report.

A descriptive study of the social adjustment of the migratory child in the intermediate grades. During the sequence of the survey project it became apparent that the field interviewers were uncovering a significant amount of data suggesting that the adjustment of the migratory child in school is beset by many more factors than that of other children, and that this problem was worthy of further investigation by the project staff.

Because of this a specialized study was designed. This study was meant to indicate what particular areas of personal and social adjustment require the attention of the school. To carry this out a school enrolling a predominant proportion of migratory children, Markham Elementary School in Broward County, was designated as the site, and a random sample of migratory children were selected for personality testing.

The results of these tests, and the tentative conclusions the project staff drew from them are included in Chapter Nine.

The Mexican-American farm worker at home: an anthropological view. The Florida Migratory Child Survey Project was aware at the outset that three major ethnic groups of migratory workers existed in Florida. Although the Mexican-American people were not the most common of the three, they were numerous and they represented cultural conditions quite separate from the other groups. During the study it became further evident that the conditions of their lives were different, and that a specialized examination of anthropological factors related to their home and family lives might yield invaluable data supplementary to the basis objectives of this study, the educational conditions of the migratory child.

For this reason a researcher was assigned to do the following things in the final quarter of the 12-month project:

1. review all relevant literature pertinent to the Mexican-American migratory worker.
2. conduct a brief study of the Mexican-American migratory worker in Florida.
3. conduct a more intensive study of the Mexican-American migratory worker in his home setting in the Rio Grande Valley of Texas.

Field work was to be centered on establishment of rapport with groups of Mexican-American workers in Florida, then a 4 - 6 week community study in a "home-base" town. Investigation methods were to include participant observation, use of the key informant and open-ended interviews. The specific questions to be answered included those relative to:

1. The migratory worker
2. The worker and his community
3. The family of the migratory worker
4. Education and the migratory child
5. The aspirations of the migratory worker and his children.

The results of this work are detailed in Chapter Six .

A filmstrip illustrating the purpose and scope of the Florida Migratory Child Survey Project. This effort was designed to provide a tool by which the purposes and some of the early outcomes (preliminary phase) could be articulated to other agencies. Because of the frequency of inquiries from other agencies made during Phase II, and because of the expected need of the Migratory Child Division of the State Department of Education to describe the purpose and scope of this survey during subsequent years, production of a filmstrip was deemed a necessary adjunct of the other project activities.

In order to accomplish this one of the members of the central office staff was assigned to it. The task was designed to be accomplished by:

1. field photography throughout the state, centering on migrant camps, fields, and schools.
2. development of a narrative from the text and the findings of Phase I (preliminary) of this project.
3. coordination of selected photographs with passages describing purpose and scope from the Phase I report.
4. construction and production of the actual filmstrip.

This filmstrip is reproduced in Appendix V.

Organization of an interstate conference on the educational problems of migratory children. This objective, developed early in the project, was in the form of a special assignment from the State Department of Education. The purpose of this conference was to bring together for the first time the leaders of the state programs for the education of migratory children in the East Coast Migratory Stream. Further, this was to represent a beginning in the effort to articulate the educational program of migratory children who transfer between the schools of these various states.

The conference was organized by the staff of the Florida Migratory Child Survey Center. It was held in early September and was attended by representatives from 9 states and the United States Office of Education.

The officials participating were key personnel from each of the state migratory child survey projects as well as various migratory staff program development personnel and leaders from the educational laboratories located near the eastern stream of migratory movement.

A copy of the agenda of this two-day conference and a roster of those attending is included in Appendices M and N.

Formation of a roster of the individual Florida schools serving migratory children, with the number each serves. Appendix O is this complete roster. It was obtained directly from the computer print-out sheets resulting from analysis of the county school office interview forms. It contains names, addresses, and grade levels of all schools serving migratory children, and the number of such children served last year.

Summary

Two objectives were basic to the design of the Florida Migratory Child Survey Project. They were: 1) an assessment of the educational, economic and social status of the Florida Migratory Child; and 2) an estimation of the population of migratory workers and their children in each county of the state. In addition to designs for implementation of these primary objectives, plans were developed during the project for special purposes which were vital to the basic information being collected.

To accommodate the two primary objectives, two staffs and two survey designs were put to work at the University of Miami Center. Special programs written for the IBM 7040 computer recorded and analyzed the monthly data received from the field staff. During the last quarter of the project the information collected was organized, analyzed and examined for relevance to the State Department of Education's program for Migratory Children.

When the last data had been obtained in early June the following number of structured interviews had been made throughout the state.

Migratory Workers...........	9058
School Building Officials...	453
School County Officials.....	67
Employers...................	491
Community Agency Officials..	345

Time Schedule for Phase II Survey

September 1, 1968	Employment of central office survey staff.
September 15, 1968	Revision of interview instruments for Phase II purposes.
September 25, 1968	Employment of field survey staff
October 10, 1968	Development of sampling techniques
October 15, 1968	Initial training session for Phase II survey.
November 1, 1968	Data collection begun on a monthly basis. 1st and 2nd weeks: interviews with migratory workers; 3rd week: interviews with schools having migratory children; 4th week: interviews with community agencies and employers of migratory workers.
December 15, 1969	Field conference with interview staff, including discussion of new and revised procedures, training sessions and refresher information.
January 15, 1969	Mid-year analysis of data
June 1, 1969	End of field staff data collection
July 1, 1969	Final computer printouts
August 31, 1969	All analysis and reports completed

CHAPTER III

THE MIGRATORY FAMILY--
DISTRIBUTION AND MOVEMENT

As has been stated earlier in this report, a major objective of the survey was to determine as accurately as possible the total number of migratory agricultural workers and children in each Florida county in each month of the year. Early in the planning stages many methods of approach to this census were proposed and discussed. That it would be extremely difficult to determine a precise figure for either workers or children for a given time at a specific location was obvious at the outset of the study--obvious for several reasons: (1) haphazard movement within and among Florida's counties on the part of the migratory laborer; (2) lack of pertinent data in regard to camp location. Survey center personnel and state interview staff members had not only to conduct interviews in known camps, but also had the additional responsibility of searching out new camp locations and locating housing areas in which migratory workers were likely to live. (3) Occasional reticence on the part of camp owners to permit interviews within the confines of the labor camp. Oftentimes labor camp owners were reluctant to let "outsiders" into the camp itself. (4) A complete dearth of prior methodology in the area of census techniques for migratory agricultural workers. This lack of prior techniques and methodology, evidence by the fact that the

US Bureau of Census itself reflects only estimates and not headcounts of such individuals, necessitated that these methodologies be developed, field tested and refined.

Ultimately the staff decided that it would be better in terms of significance and validity of prediction if not one, but three, methods of headcount were employed for purposes of the study. Three distinct and separate methods of approach to census would contribute to the reliability of the final census figures in these ways (ran the rationale): (1) Each method would contribute its unique strengths to the study. Its weaknesses could quite possibly be factored out by the strengths of the other two methods. (2) Each method would in this way act as a check and balance on the other two approaches. (3) In cases where wide variations in final individual estimates were discovered, it would be possible to go into that particular county to scrutinize it with the help of additional members of the state interview staff (and with central office personnel) to determine where the discrepancies lay. (4) The overall composite estimate of workers and children could be used for purposes of prediction for future years, and would be valid not only for the schools themselves, but also for other agencies which might deal directly with the migratory agricultural workers and their families.

Basically, then, the three methods of data collection employed for purposes of headcount were these:

The agricultural commodity production base. This first approach to census took the form of an analysis of average amounts of fruit and vegetable production; i. e., agricultural commodity production, over the past five years. This information, obtained on a county by county basis, was employed to determine an estimate of the number of migratory agricultural workers needed to harvest the crops during any given month and in any given county. The procedure used was as follows:

(1) The Florida State Department of Agriculture's Statistics for the year 1968, which lists in addition to production figures on a county basis for the current year the production figures for the past ten years was analyzed to determine the total number of acres of citrus-bearing trees in each Florida county.

(2) The average production of citrus in boxes per acre was also determined using the same statistics.

(3) The same procedure was followed for each county using the State Department of Agriculture's Vegetable Summary which lists the county, area, and state acreage production figures and shipments of all vegetables which are grown in commercially significant quantities in Florida. This publication provided also an average yield per acre for each crop reported as well as a man hours per acre required to harvest figure.

(4) After all of this information was determined on a county

basis for each county in Florida, it was then necessary to determine what portion of each crop was indeed harvested by migratory labor in any particular county. This was done in three basic ways:

a. Through personal consultation with all county agricultural agents in Florida, and with the State Department of Agriculture personnel;

b. Through personal consultation with employers of migratory agricultural workers, and through direct personal field observation; and,

c. Through an analysis of data recently compiled by the Florida Industrial Commission, and through consultation with FIC officials.

These percentages were compiled for each county for each commercially significant crop grown in that county.

(5) Two other factors remained to be determined; namely, the number of hours the average migratory worker labors in the field each week, and the number of months (and percentage of total crop production) each crop is harvested during the year. As regards the average migrant work week, the final figure employed for this portion of the census was thirty hours per week. This thirty hour average work week was determined by taking an average of these figures:

a. the total number of hours the adult male migrant works per week (35) as determined by the Phase I portion of this study;

b. the total number of hours the adult female migrant works per week (22) as determined by the Phase I portion of this study; and,

c. The total number of hours the migrant works per week (33) as found through estimates given central office staff personnel by county agricultural agents.

(6) An agricultural survey form was prepared by central office personnel. This form (See Appendix S) listed all of the data outlined above, and was prepared for each county using the best current estimates this office was able to provide. The form was then sent to each individual county agent in the state who was asked to review it and to make any changes, improvements, or modifications he deemed necessary to increase accuracy. In short, the county agent was asked to either verify or improve or elaborate upon the figures provided him by this office using his current knowledge of his particular county's agricultural situation. During this verification and scrutiny each county agent was contacted personally twice, and by telephone as many times as was necessary for purposes of clarification, elucidation, or general information.

(7) With the information from these survey forms when they were returned to this office, the amount of work migrants performed in each county in each month was determined. The computation involved multiplying the harvested acreage of each crop by the number of man hours required to harvest that crop. This in turn was multiplied by the percentage of that

crop harvested by migratory agricultural labor and divided the total by the number of man hours worked per month (120) by the migrant. This figure was then distributed over the total harvest season through multiplying it by the percentage of the specific crop harvested in any given month.

By way of illustration, Palm Beach County, produced an average of 1080 acres of mature green tomatoes during the season. These tomatoes require 120 hours of harvest labor per acre. Approximately 85% of this harvest labor is provided by migratory agricultural workers who work an average of 30 hours per week. The tomato harvest season in Palm Beach County is April and May, with approximately 50% of the tomatoes being harvested in each month. Therefore the computation would look like this:

$$\frac{1080 \times 120 \times .85}{120} = 918$$

This is to say that 918 months of migrant work are needed during April and May in Palm Beach County to harvest all of the mature green tomato crop. Since production is evenly divided over the two months, then 918 ÷ 2 or 459 migrants are required each month to harvest them.

Such figures were compiled for each crop in each county and the totals reflected the total number of migratory agricultural workers needed to harvest in any given month. Such adjustments as were necessary were made on an individual county basis. To cite examples, in Hendry, Glades, and Palm Beach Counties, approximately 8500 offshore single migrants are brought in for the sugar cane harvest. These individuals, since they make little or no impact upon the school system or upon the compensatory program, were subtracted from the total of adult migratory laborers for these counties. In addition, adjustments had to be made in many counties for crops which are partially or wholly mechanized; e. g., potatoes and radishes.

The crew chief data base. FIC Form E-369, commonly called the Agricultural Worker Schedule (See Appendix U), is a worksheet employed by the Florida Industrial Commission for two primary purposes; namely, (1) to enable the FIC to predict the whereabouts of any given registered crew chief in any given month of the year, and (2) to enable the FIC to act as liaison between growers and crew chiefs so as to obtain seasonal employment for crews of migratory agricultural laborers. These sheets, filed in April of each year after direct personal interviews with each registered crew chief or leader, contains the following information pertinent to the study of the migratory worker and his family as undertaken by the Florida Migratory Child Survey Center:

a. month-by-month location of each crew
b. total number of individuals in each crew
c. total number of workers in each crew

d. total number of male and female adults sixteen years old or older in each crew

e. total number of children fifteen years old and under in each crew

f. other pertinent housing and transportation data

Central office staff personnel who were charged with this portion of the census approach obtained Xerox copies of 2421 FIC forms E-369 from the Florida Industrial Commission's general office in Tallahassee. These forms were scrutinized carefully to insure that no duplicates appeared in the final analysis. Six hundred sixty-six duplicate forms were removed, leaving a total of 1755 crews registered with the Florida Industrial Commission for the period April 1, 1968 through March 31, 1969.

A computer program was developed which would tabulate and analyze all data items which appeared on these 1755 forms. These data items were keypunched, fed into the computer and subjected to analysis. The final printout contained eighteen tables and contained the following information:

a. total crew population by month in each of the fifty states, plus Jamaica, Puerto Rico, and "other places."

b. total crew population by month in each county in Florida

c. total number of workers by month in each of the fifty states, plus Jamaica, Puerto Rico, and "other places"

d. total number of agricultural workers by month in each county in Florida

e. total number of males older than age sixteen by month in each of the fifty states, plus Jamaica, Puerto Rico, and "other places"

f. total number of males older than age sixteen by month in each county in Florida

g. total number of male workers older than age sixteen by month in each of the fifty states plus Jamaica, Puerto Rico, and "other places"

h. total number of male workers older than age sixteen by month in each county in Florida

i. total number of females older than age sixteen by month in each of the fifty states, plus Jamaica, Puerto Rico, and "other places"

j. total number of females older than age sixteen by month in each county in Florida

k. total number of female workers older than age sixteen by month in each of the fifty states plus Jamaica, Puerto Rico, and "other places"

l. total number of female workers older than age sixteen by month in each county in Florida

m. total number of children aged fifteen or younger by month in each of the fifty states, plus Jamaica, Puerto Rico, and "other places"

n. total number of children aged fifteen or younger by month in each county in Florida

o. total number of workers aged fifteen or younger by month in each of the fifty states, plus Puerto Rico, Jamaica, and "other places"

p. total number of workers aged fifteen or younger by month in each of the counties in Florida

q. total number of unattached* individuals in work crews by month in each of the fifty states, plus Jamaica, Puerto Rico, and "other places"

r. total number of unattached individuals in work crews by month in each of the counties in Florida

It should be recalled at this point that the Florida Industrial Commission registers primarily those crews which are interstate in nature; therefore, the basic data printout discussed above represented only 83 1/2% of the total number of crews currently operating in Florida. The FIC, however, maintains through interview and field contact a file of unregistered crews; i. e., crews whose crew leaders for some reason choose not to list their names with the FIC and who operate from job to job and place to place on their own initiative. This file, coupled with other crews discovered by field staff interviewers to be operating in Florida currently, comprised some 324 unregistered crews. Data from these 324 crews was compiled and correlated with data from the 1755 registered crews, giving a total of 2074 crews known to be operating in Florida. A new printout was in turn developed which enlarged and modified the eighteen tables outlines above.

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*The term unattached is given by the FIC to (a) those individual crew members who are unmarried; and, (b) those individual crew members who are married, but who for some personal reason are travelling without a spouse. This term, however, does not include children under the age of sixteen.

Of the eighteen tables generated by the crew chief data base, those involving physical location of crews and total number of workers were found to be most valid. Tabular data regarding children as reported by the crew chief was held to be suspect, since employers tend to ask the Florida Industrical Commission to send work crews with few or no children. The result is that the crew chief purposely and consistently underestimates the total number of children in his crew. With this in mind, the central office staff members deemphasized these tables for purposes of census of children.

The in-season farm labor reports data base. The third phase of the three pronged approach to census estimates took the form of an analysis of the Florida Industrial Commission's In-Season Farm Labor Report, a bi-weekly tally of all Florida crop activity and agricultural labor as compiled and reported by its thirteen regional offices and summarized as a statewide report in Tallahassee. This report lists all Florida crop activity in terms of both total bi-weekly production of commodities (vegetables and fruit), and total numbers of individuals actually employed in the fields during that two week period; i. e., total required to harvest. These figures are reported separately for the thirteen regional offices of the FIC, each of which encompasses one or more counties (See Table I).

The total labor force described above is subdivided by the FIC into four categories; namely,

a. Local labor -- workers who live in the immediate area and who do not seek employment outside the area.

b. Florida Migrants -- workers who reside in the immediate area but who seek employment elsewhere during certain months of the year. These people are often called home base migrants.

c. Intra-state Migrants -- workers who reside in the state of Florida but at other places than where he is presently working.

d. Inter-state Migrants -- workers who reside in other states but who currently work in Florida.

In each of the thirteen reporting areas specified on the next three pages, FIC personnel develop total crop activity figures and total labor required for harvest figures for the entire reporting area as a unit. It will be remembered at this point that each of these reporting areas contained more than one county (with the exception of Dade County, within which the district and county lines coincide); therefore, the initial problem was to break the regional data down into usuable county correlants. This was done by employing the following steps:

Step 1: Determine total citrus production of entire regional district.

Step 2: Determine total citrus production of each county inside each regional district.

Step 3: Calculate the percentage of each county's citrus production as it contributes to the regional district.

TABLE I

FIC REGIONAL DISTRICTS AND ZONES OF RESPONSIBILITY

DISTRICT	REGIONAL OFFICE LOCATION	COUNTIES INCLUDED
1	Miami	Dade
2	Belle Glade	West Palm Beach Glades Hendry
3	Delray Beach	Broward East Palm Beach
4	Bradenton	Manatee Sarasota
5	Immokalee	Collier Charlotte DeSoto Lee
6	Dundee	Hardee Highlands Polk
7	Tampa	Hernando Hillsborough Pasco Pinellas

TABLE I (Continued)

DISTRICT	REGIONAL OFFICE LOCATION	COUNTIES INCLUDED
8	Orlando	Brevard Lake Orange Osceola Seminole Sumter Volusia
9	Fort Pierce	Indian River Martin Okeechobee St. Lucie
10	Pensacola	Escambia Santa Rosa Okaloosa
11	Orange Heights	Alachua Bradford Citrus Flagler Gilchrist Levy Marion Putnam Union St. Johns
12	Tallahassee	Gadsen Jefferson Leon Wakulla

TABLE I (Concluded)

DISTRICT	REGIONAL OFFICE LOCATION	COUNTIES INCLUDED
13	Marianna	Calhoun Holmes Jackson Liberty Washington

Step : Determine the total citrus labor force as listed on the In-Season Farm Labor Report.

Step Multiply the percentages obtained in step 3 above by the total citrus labor force to determine the labor force (citrus) in each given county of the district.

Step 6: Repeat steps 1 through 5 for all non-citrus commodities.

Step 7: Add the totals obtained in steps 5 and 6 to get a total labor figure for each county.

*Step 8: Multiply this figure by .70 to obtain the total migrant worker field labor force.

*Step 9: Divide the figure obtained in step 8 by .75 to obtain the total number of migrants in each county, including those involved in processing and packing.

Specific indices and functions. Finally, it became necessary to develop indices designed to perform specific functions and to develop statistical relationships among data collected from each of the three sources outlines in the previous pages, and to treat this data so as to insure its pertinence within the parameters of the study. These indices were three in number, and were developed in the following manner, and for the designated purposes:

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*Note: The indices .70 (Step #8 above) and .75 (Step #9 above) are estimates given central office staff personnel by Mr. Paige, Mr. Rumbley, and Mr. Moss of the Florida Industrial Commission. They have since been subjected to testing and verification and have been found to be substantially accurate.

Index indicating the ratio of children to workers. This index was developed by taking an average of the ratios between the children and the work forces of both the general American population and the non-white American population; thus,

$$\text{General population} \qquad \frac{43\ 988\ 003 \text{ children}}{69\ 877\ 481 \text{ workers}} = .6249$$

$$\text{Non-white population} \qquad \frac{5\ 767\ 277 \text{ children}}{7\ 399\ 347 \text{ workers}} = .7794$$

The average of these two percentages resulted in the index employed during the course of this study to determine the ratio between the migratory work and the migratory child (.7044). In its most elementary terms, there were for purposes of this study, .7044 children for each adult migratory worker.

Index which indicated the number of children to add to tables generated by the crew chief data. Since crew chief data provided for children who are under sixteen years of age; i. e., from 0 years to 15 years, inclusive, it was necessary to determine what percentage of the remaining total population (total number in crews) was actually composed of children whose ages were 16 years and 17 years. This was accomplished by averaging the percentages which these age levels represent within the general population and within the non-white population. Thus,

General population percentage of 16 year olds : .0158
Non-white population percentage of 16 year olds : .0160
General population percentage of 17 year olds : .0167
Non-white population percentage of 17 year olds : .0165

The average of the sixteen year old segment plus the average of the seventeen year old segment equalled .0325. Again, reduced to its simplest terms, this index states that .0325 of the total population was comprised of individuals who were either sixteen or seventeen years of age.

Index indicating the percentage by which crew chief data should be increased to include 324 unregistered crews known to be currently operating in Florida. In order to determine this statistic, it was first necessary to make several assumptions. These included,

(1) that the unregistered crews, in the long run, were composed of about the same numbers of individuals as were the registered crews;

(2) that the unregistered crews, in the long run, were composed of about the same types and kinds of people as were the registered crews; and,

(3) that the unregistered crews, in the long run, were to be found in and about the same places and at the same times as were the registered crews;

Having made the foregoing assumptions, it became necessary to determine a constant to add to the crew chief printout so as to make it accurately reflect the generated total. It was done this way:

$$\frac{324}{1755} \quad \frac{\text{Unregistered crews}}{\text{Registered crews}} = .1846$$

This index was used as a factor to add to all Florida tables generated by the crew chief printout, since the 324 crews were all intrastate in nature and did not affect out of state tables.

All of the indices requisite to population estimates were based upon figures obtained from the 1960 United States Census Report as outlined in Tables and on the following pages.

II. NUMBER AND DISTRIBUTION OF MIGRATORY WORKERS AND THEIR CHILDREN IN FLORIDA

Basic data developed as a result of the previously discussed indices comprised a total number of adult migratory agricultural workers and their children of school age by month in each Florida county. This data appears in tabular form in appendices P-R; however, statewide totals appear in table II , and state peak month (January totals for each county appear in table III . It should be recalled that due to the staggered growing and harvest seasons throughout the state of Florida the peak month for the state as a whole does not necessarily coincide with the peak month in any particular county. There are many counties whose peak months fall in months other than January.

TABLE II

STATE WIDE ESTIMATE OF FLORIDA MIGRATORY AGRICULTURAL WORKERS AND CHILDREN
SEPTEMBER 1968 -- AUGUST 1969

MONTH	AGRICULTURAL DATA	CREW CHIEF DATA	FARM LABOR DATA	WEIGHTED AVERAGE	TOTAL NUMBER OF CHILDREN
September	520	4471	19384	10939	7657
October	7923	17355	35121	23880	16716
November	43166	52025	60373	53984	37788
December	54386	54130	62364	58311	40817
January	63302	55366	64070	61694	43138
February	63295	55358	63928	61627	43138
March	64347	56797	56689	58630	41041
April	49472	56462	61601	52272	36590
May	38388	53985	47833	47009	32906
June	33129	32636	29514	31198	21839
July	6873	6608	22481	14611	10227
August	579	3041	15619	8714	6100

TABLE III

PEAK* MONTH (JANUARY 1969) ESTIMATES BY COUNTY** OF ADULT MIGRATORY WORKERS AND CHILDREN RESIDING IN FLORIDA

COUNTY	TOTAL NUMBER OF ADULT MIGRATORY WORKERS	TOTAL NUMBER OF CHILDREN 5-17 YEARS OF AGE
Alachua	138	97
Brevard	568	397
Broward	2561	1792
Charlotte	216	151
Citrus	54	38
Collier	4071	2849
Dade	5172	3620
DeSoto	704	493
Escambia	250	175
Flagler	225	158
Glades	233	163
Hardee	1082	757
Hendry	1102	771
Hernando	302	211
Highlands	956	669
Hillsborough	2270	1589
Indian River	884	619

*These figures represent a peak month for the state as a whole, and should not be interpreted as being necessarily the peak month for any one particular county.

**Counties not listed in this table demonstrated little or no migrant activity. Fewer than 50 adult migratory workers were found.

TABLE III (Concluded)

COUNTY	TOTAL NUMBER OF ADULT MIGRATORY WORKERS	TOTAL NUMBER OF CHILDREN 5-17 YEARS OF AGE
Lake	5418	3793
Manatee	1811	1268
Marion	424	297
Martin	807	565
Okeechobee	216	151
Orange	3917	2742
Osceola	583	408
Palm Beach	12061	8443
Pasco	1178	825
Pinellas	357	250
Polk	5450	3815
Putnam	345	242
St. Johns	653	457
St. Lucie	2174	1522
Santa Rosa	127	89
Sarasota	565	396
Seminole	948	664
Sumter	19	13
Volusia	519	363

TABLE IV

NON-WHITE POPULATION PARAMETERS
1960 CENSUS

AGE	NON-WHITE POPULATION PARAMETERS	PERCENTAGE OF TOTAL CHILD POPULATION	PERCENTAGE OF GENERAL POPULATION
5	563 544	.097	.0275
6	536 237	.092	.0261
7	518 162	.089	.0252
8	490 392	.085	.0239
9	483 409	.083	.0235
10	477 606	.082	.0233
11	461 735	.080	.0225
12	441 099	.076	.0215
13	405 843	.070	.0198
14	352 354	.061	.0171
15	355 004	.061	.0173
16	343 832	.059	.0167
17	338 060	.058	.0165
TOTALS:	5 767 277	100	.2809

Total Non-White Population: 20 487 798

Total Non-White Work Force: 7 399 347

NOTE: The work force is described as all civilians over 14 years of age who are either at work--those who did any work for pay or profit, or who worked without pay for 15 hours or more on a family farm or family business, or who were with a job but not at work because of illness, accident, etc.

TABLE V

WHITE POPULATION PARAMETERS 1960 CENSUS

AGE	GENERAL POPULATION PARAMETERS	PERCENTAGE OF TOTAL CHILD POPULATION	PERCENTAGE OF GENERAL POPULATION
5	3 955 378	.089	.0220
6	3 836 848	.087	.0213
7	3 769 853	.085	.0210
8	3 621 283	.082	.0201
9	3 475 779	.079	.0193
10	3 486 601	.079	.0194
11	3 483 316	.079	.0194
12	3 583 685	.081	.0199
13	3 514 503	.079	.0195
14	2 747 860	.062	.0153
15	2 802 230	.063	.0156
16	2 838 751	.064	.0158
17	2 871 916	.065	.0160
TOTALS:	43 988 003	100	.2446

Total General Population: 179 323 175

Total General Work Force: 69 877 481

NOTE: The work force is described as all civilians over 14 years of age who are either at work--those who did any work for pay or profit, or who worked without pay for 15 hours or more on a family farm or family business, or who were with a job but not at work because of illness accident, etc.

III. FACTORS AFFECTING DISTRIBUTION OF THE MIGRANT FAMILY

To secure year-round employment, the migratory family must "follow the season" i.e., it must move from place to place as the production of agricultural products demands its services. This yearly movement may involve an annual trek from southern Florida to a state in the Northeast or a journey as short as to the next county. This migration in search of work often aggravates problems of low income, unemployment, and underemployment, and presents a multitude of other social and economic problems for workers and their family members.

If state and local agencies are to deal effectively with these problems which result from migration it is essential that they have specific information concerning the periodic geographic distribution and movement of the migratory family.

In order to understand why the migratory family is located where this survey found it to be located it is necessary to examine the economic and social factors which affect the distribution of the migratory agricultural worker. The factors to be examined are crop density, seasonality, ethnic group and the farm labor services of the Florida Industrial Commission. With the exception of crop density, these factors affect distribuion of the migrant family both inside and outside of Florida.

Crop density. The most obvious and influential factor in causing the uneven distribution of the migratory family in Florida is crop density. Because the nature of the crop is in itself a factor affecting distribution (See figure 1), it is necessary to distinguish between citrus density and vegetable density.

On the basis of crop activity, the state has been divided into three subregions. Some idea of where the major citrus and vegetable activity is geographically located is presented in figure one. From this map it is obvious that most of the citrus (90%) is grown in the central region of the state.

This density of citrus activity is reflected in the responses to the question: "With what type of crop is your present job basically associated?" Table VI represents a breakdown of the central region by county showing the percentage of respondents whose present job was associated with citrus. With the exception of Hillsborough, Seminole and Okeechobee, the counties in the central region showed large percentage of respondents whose present job was associated with citrus. Although there is vegetable activity in the three counties showing a low percentage of citrus workers, the proportion of respondents associated with vegetable work is probably a bit too large. A possible explanation for this situation might be that too few interviews were solicited in the citrus areas of these three counties which resulted in turn in a non-sampling error.

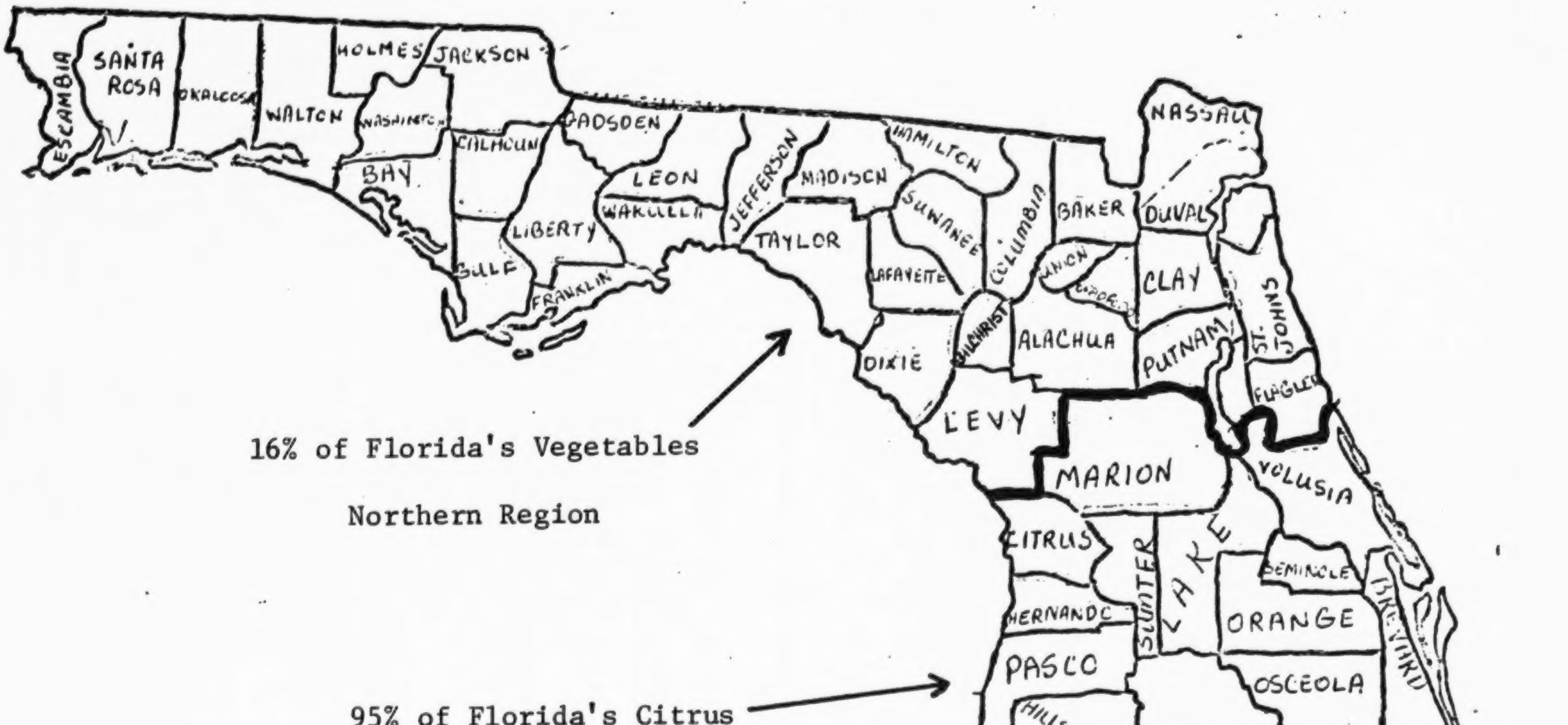
Unlike citrus crops, vegetable activity is not confined to one geographic area of Florida. Although the major amount of vegetables are grown in the southern region (70%, see figure 1) the portion and the nature of the vegetable activity that exists in north Florida (16%, see figure 1) warrants a third region.

Responses to the question "with what type of crop is your present job associated?" reflect the density of vegetable activity in these two regions. Table VII is a breakdown of the southern region by county showing the percentage of respondents whose present job was associated with vegetables. The interviews in each of these ten counties reveal a predominance of vegetable workers. Notice that the largest counties (Palm Beach, Collier and Dade) have the largest percentage of respondents involved in vegetable work. This same trend was present in the largest citrus counties in Table VII.

The northern region is much larger geographically than it is agriculturally. Four of the thirteen counties (Alachua, Flager, Putman and St. Johns) listed in Table VIII account for 89% of the vegetable activity in the northern region. In each of these four counties a high percentage of the persons interviewed are associated with vegetable crops.

The picture of crop density which has been presented answers the most basic question in regard to distribution—the question of "where." Equally important however is the question of "when." The answer to this question lies in an understanding of the seasonality of Florida agriculture.

Seasonal work patterns. The large seasonal differences in labor requirements in the production of farm commodities in Florida constitute an ever present problem for the migratory family. This


ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
BAY
CALHOUN
GADSDEN
LEON
WAKULLA
LIBERTY
GULF
FRANKLIN
JEFFERSON
MADISON
HAMILTON
SUWANEE
TAYLOR
LAFAYETTE
COLUMBIA
BAKER
NASSAU
DUVAL
UNION
BRADFORD
CLAY
ST. JOHNS
ALACHUA
GILCHRIST
DIXIE
PUTNAM
FLAGLER
LEVY
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
HERNANDO
ORANGE
BREVARD
PASCO
OSCEOLA
HILLSBOROUGH
POLK
INDIAN RIVER
MANATEE
HARDEE
OKEECHOBEE
ST. LUCIE
SARASOTA
DESOTO
HIGHLANDS
MARTIN
CHARLOTTE
GLADES
PALM BEACH
LEE
HENDRY
COLLIER
BROWARD
MONROE
DADE

16% of Florida's Vegetables

Northern Region

95% of Florida's Citrus

Central Region

70% of Florida's Vegetables

Southern Region

Figure 1

PERCENT OF CROP ACTIVITY IN THE
THREE MAJOR REGIONS OF FLORIDA

TABLE VI

TYPE OF CROP WITH WHICH PRESENT JOB IS ASSOCIATED IN THE COUNTIES OF THE CENTRAL REGION OF FLORIDA FLORIDA MIGRATORY WORKERS

Counties	Type of Crop with Which Present Job is Associated					
	Citrus	Vegetables	Flowers	Sugar Cane	Other	No. of Observations
Brevard	97%	1%	0%	1%	2%	118
Desoto	94%	0%	6%	0%	0%	17
Hardee	69%	28%	0%	0%	3%	329
Hernando	100%	0%	0%	0%	0%	10
Highlands	93%	0%	0%	0%	7%	83
Hillsborough	1%	99%	0%	0%	0%	230
Indian River	76%	12%	0%	0%	12%	25
Lake	95%	3%	1%	0%	1%	189
Marion	68%	26%	0%	0%	6%	53
Martin	85%	5%	8%	0%	2%	171
Okeechobee	9%	84%	3%	0%	4%	69
Orange	84%	6%	7%	0%	3%	347
Osceola	78%	11%	0%	0%	3%	62
Pasco	100%	0%	0%	0%	0%	80
Pinellas	86%	5%	0%	0%	7%	21
Polk	98%	1%	0%	0%	1%	1314
St. Lucie	88%	12%	0%	0%	0%	124
Seminole	9%	90%	0%	0%	1%	170
Volusia	100%	0%	0%	0%	0%	22

problem is compounded by the fact that the three regions of Florida agriculture depend heavily upon a monoculture of crops. The areas of most intense agricultural activity and thus greatest migrant density usually have one major crop. If the season is several weeks late, the migrant is faced with either a short period of unemployment or another move. Table IX shows the number of weeks lost to the migrant worker as a result of sickness, travel, or waiting for jobs to become available. Note that the citrus counties tend to show a higher mean number of weeks lost than do the vegetable counties. A reason for this could be that a predominantly vegetable county has more diversified crops (e.g. tomatoes, celery, cucumbers, snap beans, and peppers) which have slightly differing seasons; whereas a predominantly citrus county has one fairly uniform season.

The seasonality of Florida agriculture varies with each of the three major regions. The differences in growing seasons among these three regions is clearly reflected by the monthly agricultural labor demand in each of the three areas as reported by the Florida Industrial Commission.* Figure 3 shows that the season for agricultural activity in the southern region is during the period of November through May. The limited amount of agricultural activity during the other five months involves few, if any, migratory laborers.

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*The "growing season" in each of the three regions is based on the monthly labor demand for each region as reported in _In Season Farm Labor Report_ (ES 233).

TABLE VII

TYPE OF CROP WITH WHICH PRESENT JOB IS ASSOCIATED IN THE COUNTIES OF THE SOUTHERN REGION OF FLORIDA FLORIDA MIGRATORY WORKERS

Counties	Type of Crop with which Present Job is Associated					
	Citrus	Vegetables	Flowers	Sugar Cane	Other	No. of Observations
Broward	4.15	92.26	1.63	0.00	89	1228
Charlotte	43.48	56.52	0.00	0.00	0.00	23
Collier	5.62	91.79	0.11	0.00	2.47	889
Dade	2.16	94.81	0.29	0.00	2.45	693
Glades	1.89	88.68	0.00	9.43	0.00	53
Hendry	5.92	91.79	0.00	0.00	0.00	152
Lee	7.89	76.32	15.79	0.00	0.00	76
Manatee	27.30	64.68	6.62	0.00	6.40	453
Palm Beach	3.01	88.48	4.87	1.92	1.73	1562
Sarasota	0.00	100.00	0.00	0.00	0.00	67

TABLE VIII

TYPE OF CROP WITH WHICH PRESENT JOB IS ASSOCIATED IN THE COUNTIES OF THE NORTHERN REGION OF FLORIDA FLORIDA MIGRATORY WORKERS

Counties	Type of Crop with Which Present Job is Associated					
	Citrus	Vegetables	Flowers	Sugar Cane	Other	No. of Observations
Alachua	15	62	0	0	23	26
Bradford	0	79	0	0	21	19
Clay	0	50	0	0	50	2
Columbia	0	100	0	0	0	1
Escambia	0	100	0	0	0	2
Flagler	0	100	0	0	0	28
Gadsen	0	0	33	0	67	3
Hamilton	0	100	0	0	0	1
Jackson	100	0	0	0	0	1
Lafayette	100	0	0	0	0	4
Levy	100	0	0	0	0	1
Liberty	0	100	0	0	0	1
Madison	100	0	0	0	0	1
Okaloosa	1	100	0	0	0	1
Putnam	21	70	7	0	2	77
St. John	3	97	0	0	0	215
Walton	100	0	0	0	0	1

The season in the southern region reaches its peak in March and drops off sharply after the second week in April. The scarcity of agricultural employment in the early fall and late spring usually means a late registration and early withdrawal for the migratory child of school age.

The season in the central region as shown in figure 2 also starts in November. The major difference in these two areas is that the central region maintains near peak activity from December through the latter part of June. This means that many of the children of migratory families can complete the school year in this particular area.

It is apparent from figure 5 that the season in the northern region begins much later than in the other two regions. The obviously sharp increase in activity from April through June is a factor affecting the distribution of the migratory family. It is during these three months that the demand for outside labor is greatest in this area. Much of the agricultural labor is provided by local people during the other nine months of the year.

Seasonality of agricultural work in Florida is recognized as one of the constant problems facing the migratory family. If mechanization and other technological developments reduce the overall demand for hired agricultural labor in the future as they have in the past, the proportion of short-time workers will increase and their periods of employment in agriculture are likely to be of shorter duration.

TABLE IX

WEEKS OF WORK LOST BY THE FLORIDA MIGRATORY WORKER BECAUSE OF ILLNESS, TRAVELLING, OR WAITING FOR JOBS TO BECOME AVAILABLE

	NOBS*	MEAN	S.D.	NOBS	MEAN	S.D.
QUES. RESP.	73 MALE	73 MALE	73 MALE	73 FEMALE	73 FEMALE	73 FEMALE
(COUNTY)						
ALACH.	20	9.800	6.305	8	9.500	7.211
BRAD.	17	7.059	6.149	7	7.143	6.176
BREV.	64	4.344	6.942	43	4.326	8.557
BROW.	846	5.454	6.046	648	7.773	7.321
CHARL.	23	6.000	2.505	5	10.000	2.449
CLAY	1	0.000	-0.000	1	0.000	-0.000
COLL.	783	4.069	6.659	475	4.394	7.107
DADE	568	5.005	5.473	253	6.652	6.325
DESOTA	16	7.750	6.846	6	14.000	10.714
ESCAM.	1	8.000	-0.000	1	10.000	-0.000
FLAG.	17	8.294	16.096	8	14.875	23.443
FRANK.	11	6.727	8.051	10	6.600	8.475
GADSEN	2	2.500	0.707	3	3.667	4.041
GLADES	41	6.634	2.800	26	9.115	3.290
HAMIL.	4	5.000	1.155	2	4.000	0.000
HARDEE	309	5.511	4.965	165	6.848	6.839
HENDRY	130	2.562	2.615	100	3.230	3.573
HERN.	8	2.500	1.309	5	12.400	15.388
HIGH.	76	3.579	3.095	51	6.314	7.669
HILLS.	205	5.859	6.889	82	3.854	3.039
IND.R.	16	6.125	6.087	18	3.889	5.357
JACK.	1	17.000	-0.000	1	17.000	-0.000
LAFAY.	4	7.500	1.732	3	11.333	4.933
LAKE	170	5.424	5.125	62	7.339	5.853
LEE	55	6.073	5.217	17	6.118	5.098
MANAT.	347	4.625	6.799	203	7.010	8.463
MARION	19	4.737	4.395	11	10.545	11.317
MARTIN	52	2.904	2.207	62	3.952	2.778
OKEE.	57	6.860	4.962	24	9.125	9.014
ORANGE	277	6.422	6.435	194	10.041	9.743
OSCEO.	49	7.245	6.495	18	8.833	8.549
P.BCH.	1075	3.317	4.625	740	6.245	6.880
PASCO	60	3.217	2.871	32	3.594	4.872
PINEL.	19	7.684	5.344	6	2.667	4.320
POLK	1174	6.309	5.289	490	9.104	7.205
PUTNAM	39	4.231	3.977	30	6.767	7.899
ST.JHN	112	3.393	2.425	106	5.113	5.909
ST.LUC	70	4.486	2.495	87	7.540	4.894
SARAS.	61	5.393	6.581	25	9.800	8.583
SEMIN.	77	2.714	1.404	134	3.619	3.094
VOLUS.	25	7.160	5.625	14	6.857	4.990
WALTON	1	0.000	-0.000	1	0.000	-0.000
ALL CNTIES	6902	4.956	5.680	4177	6.724	7.251

*Note: NOBS is Number of Observations

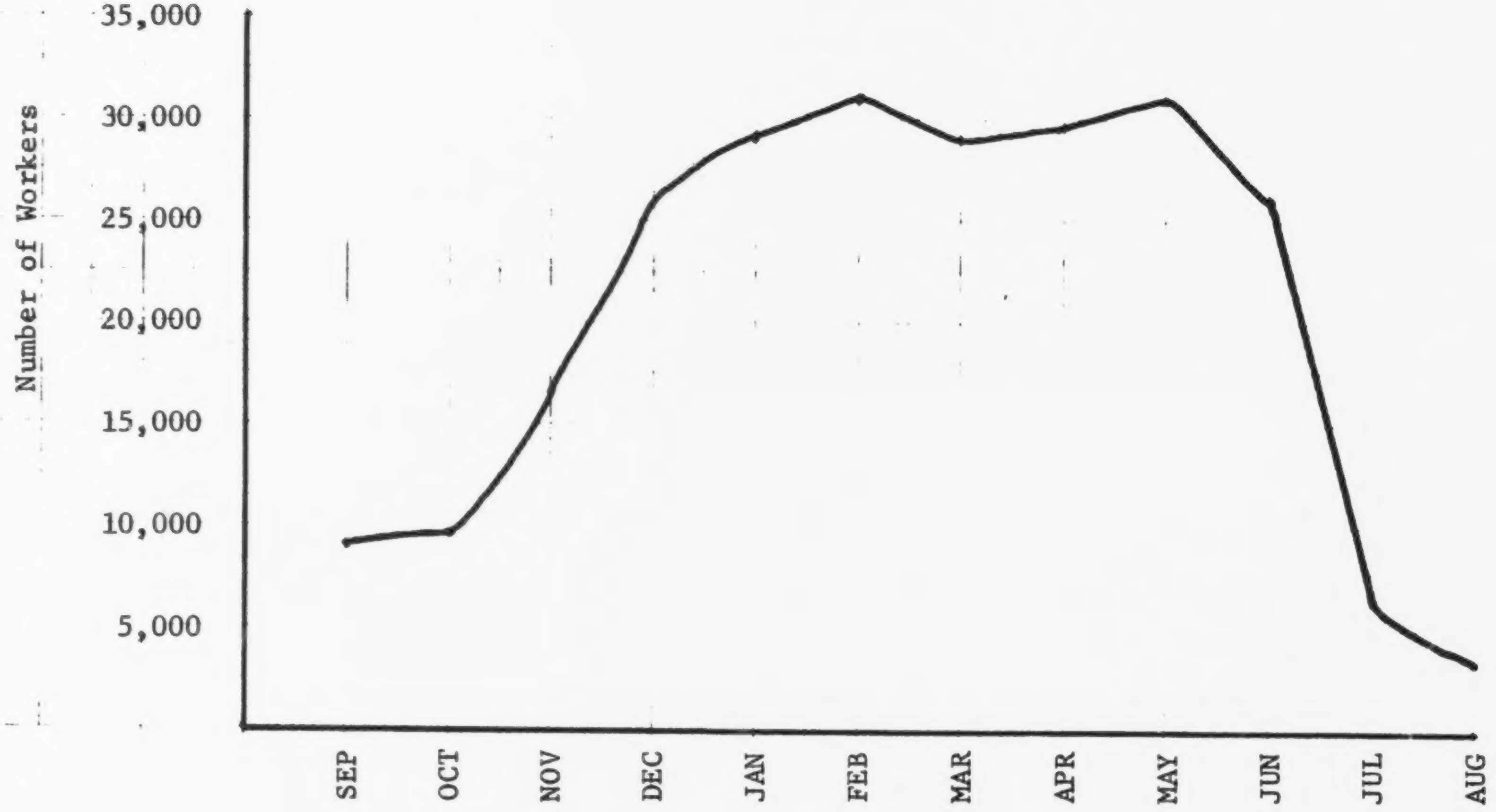

FIGURE 2
MIGRATORY AGRICULTURAL WORKER
MONTHLY LABOR DEMAND IN
CENTRAL FLORIDA

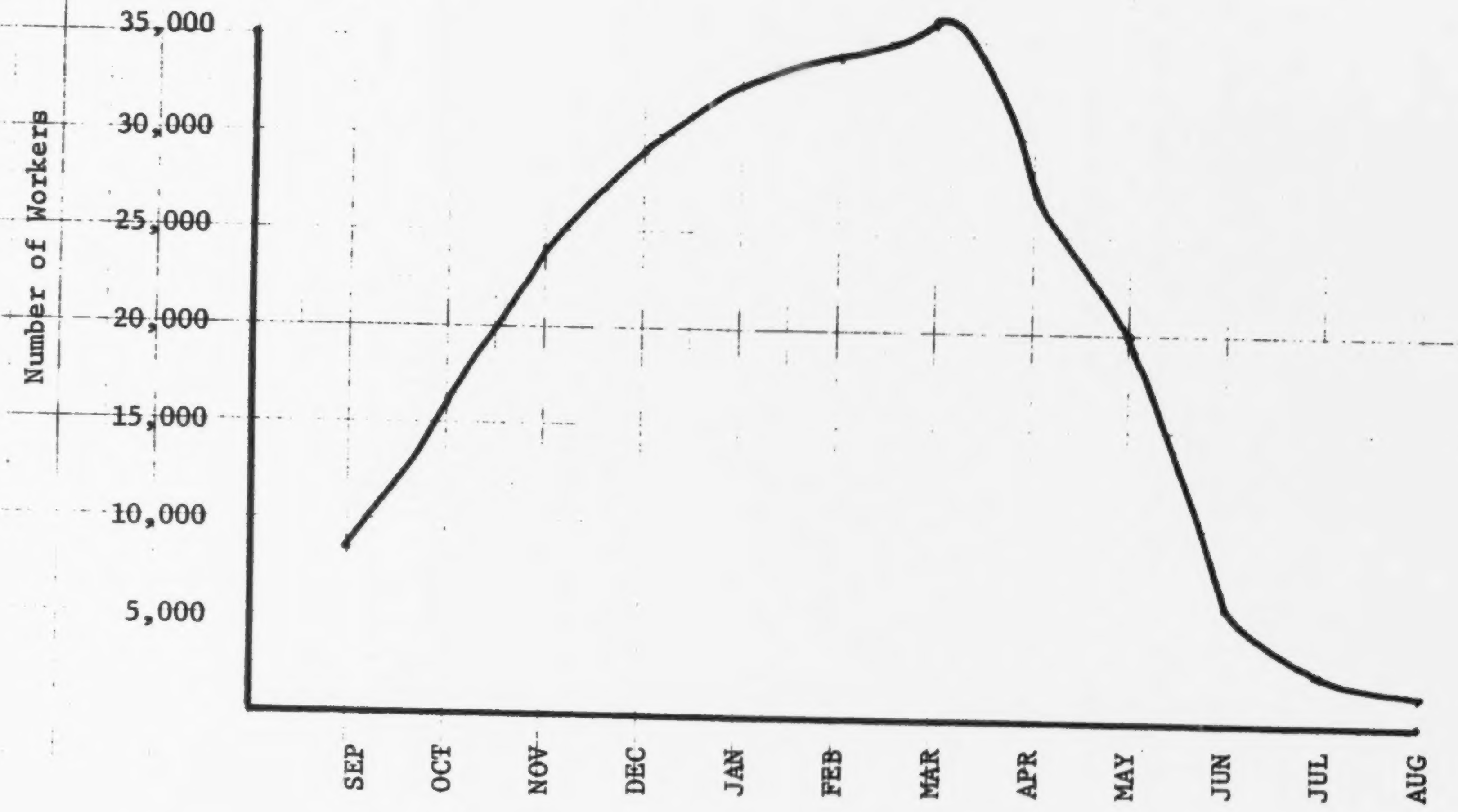

Figure 3
MIGRATORY AGRICULTURAL WORKER
MONTHLY LABOR DEMAND IN
SOUTH FLORIDA

General weather conditions. Another factor affecting the regularity of the migratory worker's employment (and one which is closely related to the seasonality of crops) is the weather. Aside from the dependence upon weather for daily employment, the migratory family must live with the ever-present threat of a crop-destroying cold spell. An extended period of unseasonably cold weather can cause mass unemployment among the migratory workers. A statewide freeze can eliminate the few possible moves these people could make to seek employment. The results of such a cold spell which occurred in December, 1968 along the lower west coast and south Florida is clearly evident in figure 6. The curves from form 91 and the crew chief data are the projected residences of the Florida migratory families. The effect of the December freeze on employment is evident in the curve of the F.I.C. 223 information, which is actual employment data.* Also notice in figure 6 that there is evidence of a slight drop in school enrollment at the time of the freeze. This could indicate that some of the migratory families were forced to move elsewhere in search of employment. That the decrease in school enrollment is not as great as the drop in employment is an indication that many of the children stayed in school even though their parents were out of work.

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*The F.I.C. 223 is the In-Season Farm Labor Report of the Florida Industrial Commission which shows labor by month according to crop.

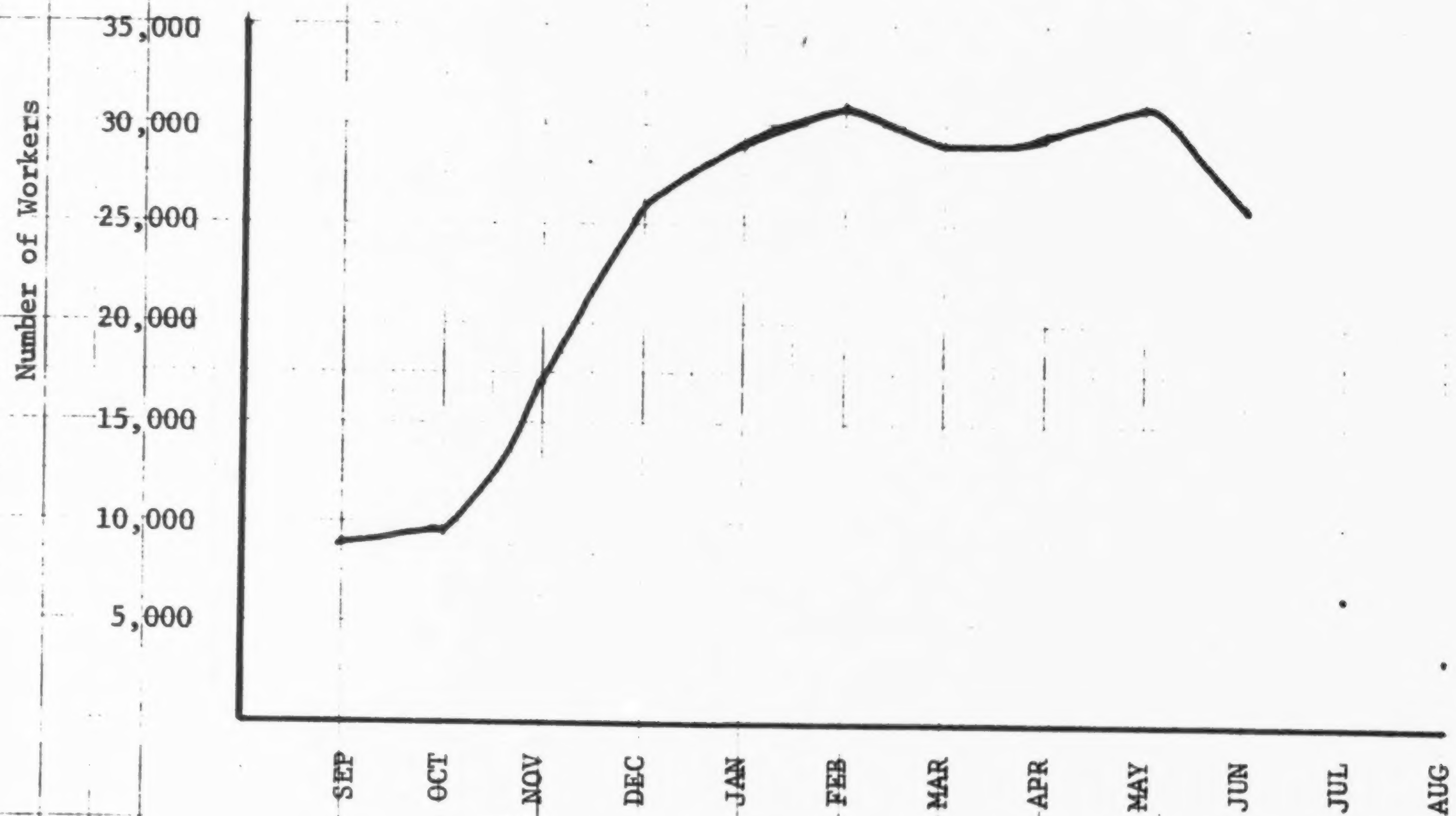

FIGURE 4
MIGRATORY AGRICULTURAL WORKER
MONTHLY LABOR DEMAND IN
CENTRAL FLORIDA

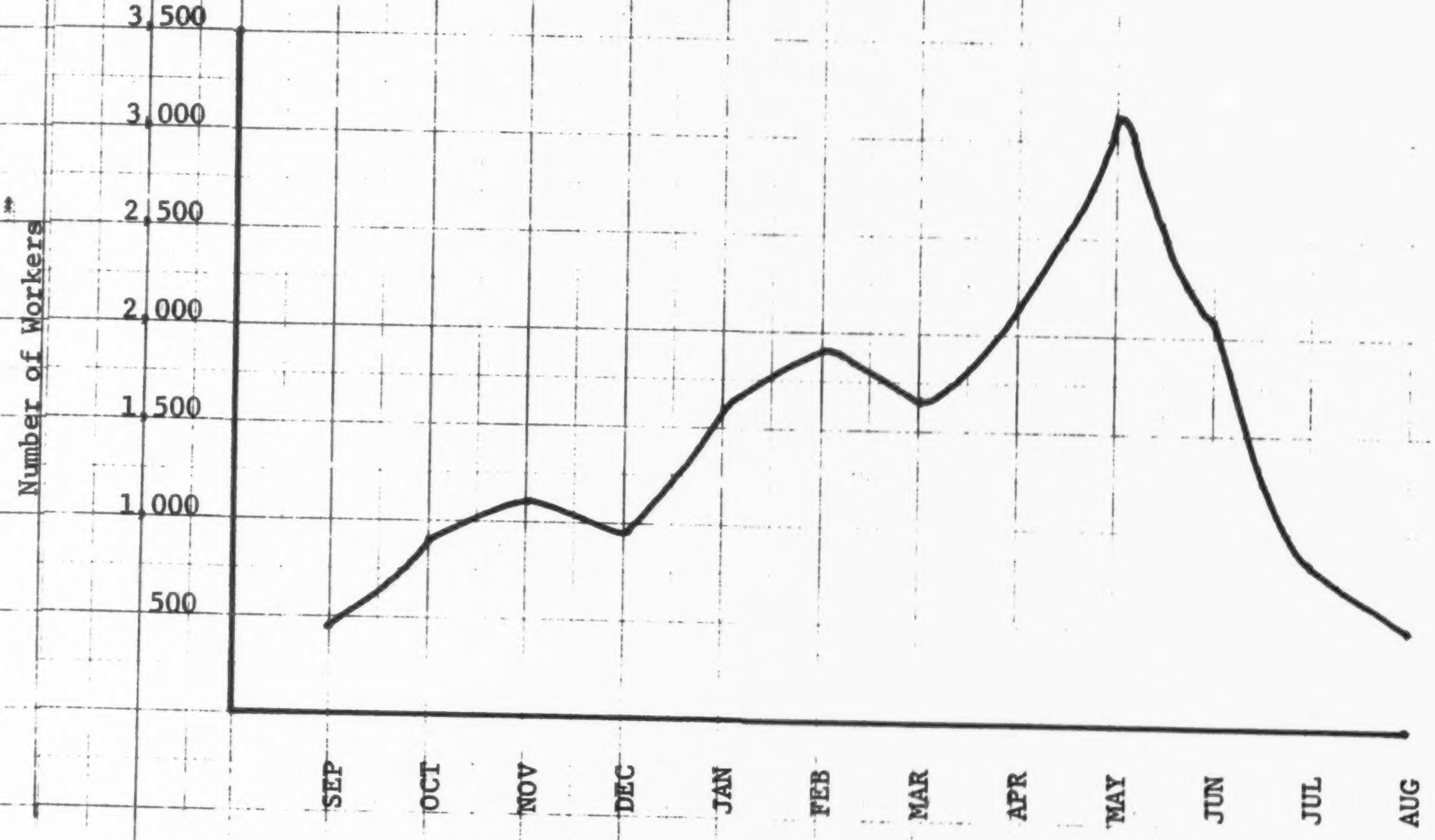

FIGURE 5

MONTHLY LABOR DEMAND IN
NORTH FLORIDA
FOR MIGRATORY AGRICULTURAL WORKERS

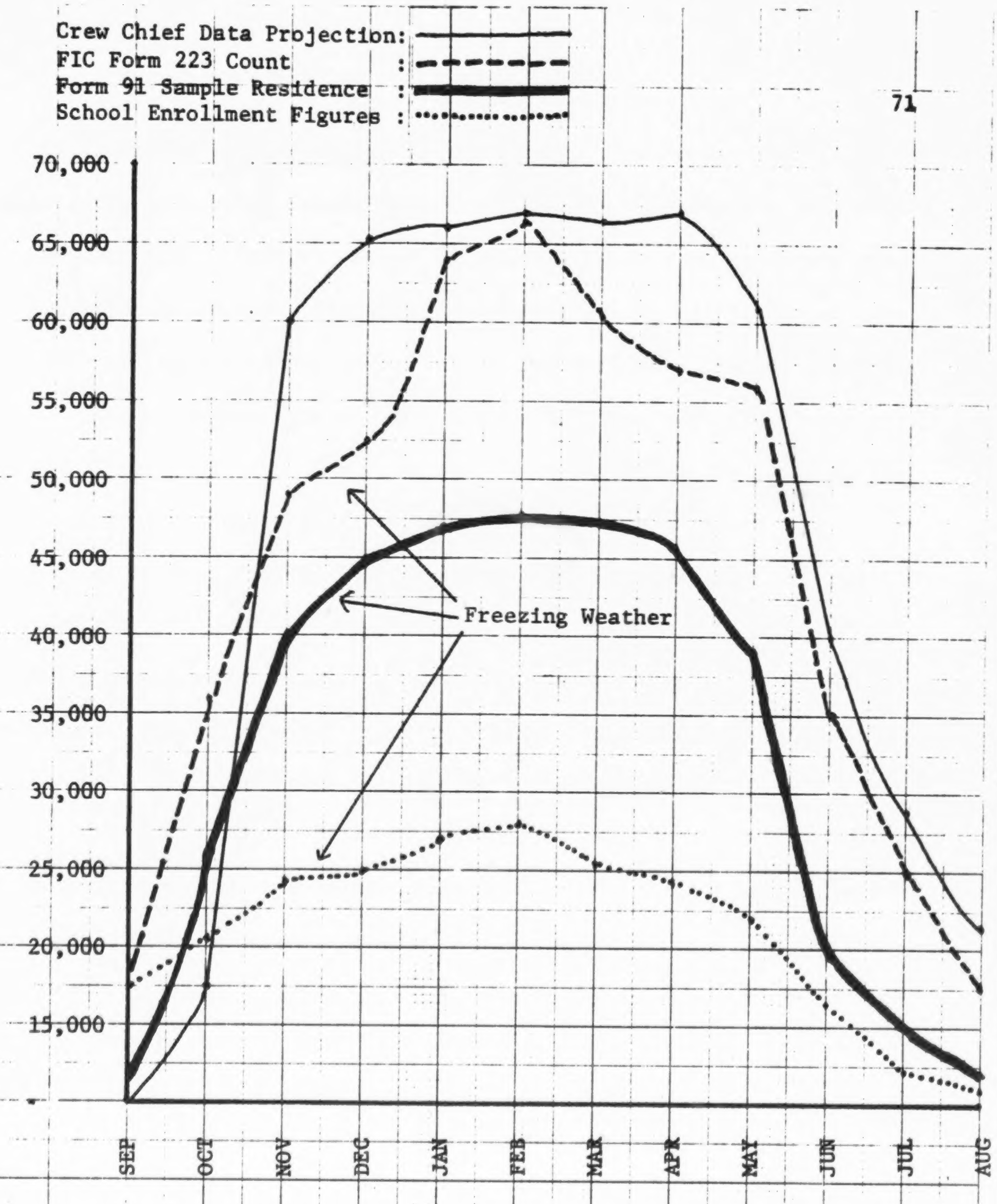

FIGURE 6

A COMPARISON OF ACTUAL AND
PROJECTED AREAS OF RESIDENCE
TO DEMONSTRATE THE EFFECT OF
ADVERSE WEATHER CONDITIONS
UPON MIGRATORY MOVEMENT

Ethnic group as a determinant of distribution. The factors affecting distribution which have been mentioned up to this point have been phenomena over which the migrant has no control. Selection of crop is one of the few variables over which the migrant is able to exercise choice. The findings of the survey indicate that crop preference and thus geographical destination vary significantly according to ethnic group.

The preference for citrus work by ethnic group is shown in tables X and XI . That the majority of migrant workers in the five largest citrus counties are associated with citrus is apparent in table X. In Polk County, Florida's largest citrus county, 98% of the persons questioned stated that their present job was associated with citrus. The percentage of respondents associated with citrus work in the other four counties (Lake, Orange, Highlands and St. Lucie) ranged from 84% to 95%. The responses in this table together with the indicated citrus density in figure enable us to label these five counties as predominantly citrus areas. Table shows a breakdown of ethnic group for these same five largest citrus counties. The predominant ethnic group in each of these five counties is mainland American Negro. Since these five counties account for 63% of all citrus production in the state, this sample supplies strong evidence that Negroes either prefer citrus work or have little choice as a result of their location. Polk, the largest citrus county in the state shows a 73% majority of Negro migrants. The majority of this ethnic group in the other four counties ranges from 67% to

94%. From this information it can be inferred that the greatest concentrations of Negro migrants would be found in the central region of Florida.

The preference for vegetable work by ethnic group is shown in tables XIIand XIII. Table XII established that within the five largest vegetable counties the majority of migrant laborers were involved with vegetable work at the time of the interview. In Palm Beach, the largest agricultural county in Florida, 88% of those interviewed stated that their present job was associated with this same crop. Even in Lee County, where there is a limited amount of citrus and flower activity, 76% of those interviewed were presently engaged in vegetable work. The responses in this table together with the indicated vegetable density in figure 1 enable us to label these five counties as predominantly vegetable areas. Table XIII shows a breakdown of ethnic group for these same five largest vegetable counties. Notice that the predominant ethnic group in each of these counties is Spanish-American. This is a significant finding considering that these five counties are responsible for 59% of the total vegetable production in Florida. That Spanish-Americans prefer "stoop labor" to climbing ladders is strongly suggested by this five county sample. Palm Beach County shows a 49% plurality of Spanish-Americans. This is noteworthy inasmuch as this county accounts for 18% of the total migratory labor force in the state. The other four counties, Dade, Collier, Hendry and Lee showed majorities of Spanish-Americans ranging from 53 to 74%.

TABLE X

A BREAKDOWN OF MIGRATORY WORKER RESPONSE AS TO CROP PRESENT JOB IS ASSOCIATED WITH FROM THE FIVE LARGEST CITRUS COUNTIES

Five Largest Citrus Counties	Crop Preference				
	Number Associated with Citrus	Pct. Associated with Citrus	Number Associated with Vegetables	Pct. Associated with Vegetables	Number of Observations
Polk	1284	97.92	11	.84	1314
Lake	180	95.24	5	2.65	189
Orange	292	84.15	22	6.34	347
Highlands	77	92.77	0	0	83
St. Lucie	109	87.90	15	12.10	124

Table XI

A BREAKDOWN OF ETHNIC GROUP OF MALE MIGRANT INTERVIEWEES OR HEADS OF HOUSEHOLDS FOR FIVE LARGEST CITRUS COUNTIES

Five Largest Citrus Counties		Ethnic Group of Male Interviewee or Head of Household					
		Mainland Negro	Mainland White	Spanish American	Bahamian Jamaican	Other	
Polk	No.	906	233	63	29	2	1233
	Pct.	73.48	18.90	5.11	2.35	0.16	
Lake	No.	119	27	23	6	2	177
	Pct.	67.23	15.25	12.99	3.39	1.13	
Orange	No.	207	49	25	8	0	289
	Pct.	71.63	16.96	8.65	2.77	0	
Highlands	No.	67	9	0	0	1	77
	Pct.	87.01	11.69	0	0	1.30	
St. Lucie	No.	101	4	1	1	0	107
	Pct.	94.39	3.74	0.93	0.93	0	

In comparing tables XI and XIII it is apparent that the percentages of Negroes in predominantly Negro populated counties is greater than the percentage of Spanish-Americans in the counties which are predominantly Spanish-American. This can be understood by examining ethnic group proportions in the total sample. Of 14,459 persons* interviewed, 56% were mainland American Negro, 32% were Spanish-Americans and 11% were mainland American White. This high percentage of Negroes in the entire migrant population explains why there are considerable minorities of Negroes in the predominantly Spanish-American counties and large majorities in the predominantly Negro counties.

The fact that certain ethnic groups choose to work with certain crops is strongly suggested in the data which has been presented. This crop preference by ethnic group is a definite factor which affects the distribution of the migratory family. The interstate Spanish-American migrant coming into Florida often chooses his destination by crop preference rather than according to the current labor demand. This often results in an oversupply of labor in one area while at the same time there are labor shortages elsewhere. Short periods of unemployment or an additional move in search of employment are usually the result of an oversupply of labor and, of course, are one more hardship for the migratory family.

Services of farm labor offices. The distribution of the migratory family within and outside the state of Florida is affected by

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*This figure is larger than the total sample size because it includes interviewees and/or heads of households.

Table XII

A BREAKDOWN OF MIGRATORY WORKER RESPONSE AS TO CROP PRESENT JOB IS ASSOCIATED WITH FROM THE FIVE LARGEST VEGETABLE COUNTIES

Five Largest Vegetable Counties	Crop Preference				
	Number Associated with Citrus	Pct. Associated with Citrus	Number Associated with Vegetables	Pct. Associated with Vegetables	Number of Observations
Palm Beach	47	3.01	1382	88.48	1562
Dade	15	2.16	657	94.81	693
Collier	50	5.62	816	91.79	889
Hendry	9	5.92	143	94.08	152
Lee	6	7.89	58	76.32	76

Table XIII

A BREAKDOWN OF ETHNIC GROUP OF MALE MIGRANT INTERVIEWEES OR HEADS OF HOUSEHOLDS FOR THE FIVE LARGEST VEGETABLE COUNTIES

Five Largest Vegetable Counties		Ethnic Group of Interviewees or Head of Household					
		Mainland Negro	Mainland White	Spanish American	Bahamian Jamaican	Other	No. of Observations
Palm Beach	No.	626	43	661	7	2	1339
	Pct.	46.75	3.21	49.37	0.52	0.15	
Dade	No.	230	67	338	8	0	643
	Pct.	35.77	10.42	52.57	1.24	0	
Collier	No.	136	134	527	0	1	798
	Pct.	17.04	16.79	66.04	0	0.13	
Hendry	No.	22	20	92	0	0	134
	Pct.	16.42	14.93	68.66	0	0	
Lee	No.	15	2	51	0	1	69
	Pct.	21.74	2.90	73.91	0	1.45	

state farm labor offices. These state labor offices provide a service to growers and migrants alike by communicating labor demand within and between states. The Florida Farm Labor Department of the Florida Industrial Commission deals directly with the crew chiefs in obtaining job commitments for the various crews. This would indicate that most of the migrant laborers are affected by this organization, since 82% of the total sample (9005) indicated that they belonged to a crew. Growers place their "orders" for labor with the Florida Farm Labor Department which in turn communicates the vital information (wages, housing, type of crop) to the crew leaders. If the crew leader accepts the terms of employment, he communicates this to the Farm Labor Department and the job commitment is consummated.

Most job placement within the state is handled by the Florida Farm Labor Department. As a result, the services of this organization have a definite affect on the distribution of the family within Florida. Crew chiefs who transport crews from one state to another and wish to utilize the services of the Farm Labor Department must fill out a federal registration form. In the past, the fear of federal registration has prevented many crew chiefs from using the services of farm labor offices for interstate placement. This is changing, however, due to the fact that the number of registered crew chiefs in Florida is increasing each year.

The major source of interstate placement is the pooled interviews conducted by the Florida Farm Labor Department in April of each year. During these interviews Florida based crews are recruited and referred to job openings in the eastern seaboard and midwestern states. The crew leaders are notified of these meetings, which are scheduled so as to allow sufficient time for each crew leader to be exposed to all available job openings. In the past year a total of 805 crew leaders with 35,828 workers obtained job commitments for the entire summer period until they were needed in the fall again in Florida. This was an increase of 31 crews and 10,062 workers over the previous year. In addition to obtaining job commitments for these crew leaders, the Florida Farm Labor Department prepared over 800 crew leader registration forms, gas tax forms, and other reports required by crew leaders when travelling from one state to another.* The results of these annual pooled interviews are shown in table XIV which appeared in 1968 Annual Farm Labor Report.** The strong effect which the Florida Farm Labor Department has on the interstate distribution of the migratory family is evident in this table. These interviews which are conducted at various points (see location table XIV) in the three major agricultural regions of Florida project the time and place of employment for over 35,000 migratory agricultural workers. The information which is a by-product of this placement process could be of great value to states attempting to coordinate the educational services for the migrant child.

IV. POPULATION CONCENTRATIONS.

Distribution as used in this section will be defined as and

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*Florida Industrial Commission, Annual Farm Labor Report. Tallahassee, 1968. p. 23.

** Ibid. p. 24.

TABLE XIV*

FLORIDA
ANNUAL WORKER PLAN
POOLED INTERVIEWS AND FOLLOW-UPS OF MIGRATORY LABOR
BY FLORIDA REPRESENTATIVES

Location	Number of Crews		Total in Group	No. of Non-Workers	Workers			REFERRALS SCHEDULED BY STATES														
	1967	1968			Total	Men	Women	So. Carolina	No. Carolina	Va.	West Va.	Md.	Del.	N. J.	Pa.	N. Y.	Ind.	Ohio	Mich.	New Eng.	Other
Orlando	92	180	8,191	759	7,432	5,402	2,030	1,163	771	1,495	485	1,503	379	91	1,094	2,429	136	126	1,721	125	46
Palatka & N. Florida	35	46	1,518	200	1,318	860	458	0	238	492	65	201	230	81	107	310	0	20	55	40	30
Tampa	51	81	3,209	472	2,737	1,977	760	304	105	829	0	261	112	22	731	1,116	106	110	364	114	27
Dundee	113	133	5,311	601	4,710	3,558	1,152	563	653	755	175	689	124	45	911	1,613	85	194	1,015	34	0
Princeton	28	37	1,954	277	1,677	1,207	470	210	455	695	0	155	35	0	837	143	45	133	207	0	176
Delray Beach	55	72	2,991	380	2,611	1,680	931	131	566	507	0	237	110	693	400	597	0	182	260	0	5
Immokalee	18	59	2,190	378	1,182	1,182	630	427	290	163	60	135	50	0	92	345	110	600	351	0	60
Ft. Myers	24	28	1,273	100	1,173	872	301	200	175	355	0	120	0	0	151	331	0	93	26	0	20
Belle Glade	88	106	6,149	937	5,212	3,228	1,984	145	966	1,296	47	854	208	531	770	2,723	0	35	0	0	243
Ft. Pierce	48	63	3,042	309	2,733	1,893	840	705	250	780	0	596	56	60	873	825	0	4	70	0	0
Late Reports	22	0																			
Totals – 1968		805	35,828	4,413	31,415	21,859	9,556	3,848	4,469	7,367	832	4,751	1,304	1,523	5,966	10,432	482	1,497	4,069	313	612
Totals – 1967	574		29,434	3,668	25,766	17,312	8,454	3,754	4,041	7,410	654	5,211	1,280	2,237	4,477	9,602	769	1,046	4,135	848	0

*Reprinted from the 1968 Annual Farm Labor Report by permission of The Florida Industrial Commission.

limited to where the migratory family lives. The patterns of residency which have evolved as a result of the distribution factors already discussed will be the main concern of this section. The within-state patterns of residency will be supplemented by a census estimate by county for each month.

Patterns of residency within Florida. Because of their frequent migrations, agricultural migrants have acquired such labels as "jalopy nomads," "America's own refugees" and "residents of nowhere." This is apt nomenclature for a people whose migratory status often causes social, economic and political disenfranchisement. As a result of their frequent movement, many of them have no permanent residence. It is impossible for many migratory families to qualify for public assistance because of their inability to meet the local "residence" requirements. Their transience often denies them the right to vote. The social consequences of being in the community but not of the community are obvious in many agricultural areas where the migrants are viewed as a necessary evil during the growing season.

The large volume of agriculture and the long winter growing season has made Florida the home base of many East Coast migratory workers. Eighty-one percent of the persons interviewed stated that they spend the longest period of time each year in Florida. Many of these families consider themselves "from Florida" even though they often times cannot meet local residence requirements. The prime concern of this section of the chapter is to specify where the migratory family is located during the time that it is in Florida.

The pattern of residency which was found are based on two sources of information. The first source, the census estimate, is an approximation of the migratory population based upon agricultural labor statistics. The strength of this method is that it estimates the actual number of migratory persons in a given county during a given month. The other source of information is based on the responses to a question in the interview form which asked where the person lived or planned to live during each month of the agricultural year September 1968 to August 1969. Although the responses to this question do not yield a census estimate, they do show the percent of the yearly population in each month for each county.

The strong similarity which exists between the projected residences of the sample and the actual residences as determined by the census estimate is shown in figure 7. The small differences between the two curves are a result of such factors as the December freeze and the extended citrus season. The close agreement between these two sources of information lend credence to the inferences which will be made from them.

The patterns of residency in the major agricultural counties of each region will be shown by combining the projected residences of the questionnaire and the census estimates. The method used to combine these sources of information is illustrated in figure 8. Notice the peak months of migrant population in Palm Beach County are January, February and March. During these months there are approximately 21,000 migratory individuals in the county. Also of interest in this graph is the sharp reduction in the number of persons during the month of May. This mass exodus during late April and early May is characteristic of the counties which are primarily vegetable producing areas. As would be expected, the months of June, July and August show few migratory workers left in the county.

For the purposes of comparison, figure 9 shows the patterns of residency in St. Johns, a large vegetable county in the norther region of the state. Notice that the months of greatest migrant density are April and May, during which 32% of yearly population are present. During these months, there are approximately 2500 migratory agricultural workers in the county. With the exception of a few migratory persons in the period of June through October the other months of greatest migrant density are November through March. During these months there are approximately 1000 persons in the county.

The patterns of residency in Polk County are shown in figure 10. Notice that the peak season in this citrus county is of greater duration than in either of the vegetable counties. The population of migratory workers reaches a peak in December and remains about the same until late in May. During this period there are approximately 9000 workers in the county each month. Since the citrus growing season lasts about 1½ months longer than the vegetable season, children in the citrus areas have a better chance of completing the school year.

Dade county's migrant population has patterns very similar to those of Palm Beach County. As is shown in figure 11, 30% of the total yearly population is in the county during the two peak months of February and March. During these months there are approximately 9000 migratory persons in the county. The majority (78%) of the migrants who come to Dade County are there between November and May.

The influx of migrant labor in Collier County occurs in early October as compared with mid-November in most other vegetable counties. It is also evident from figure 12 that the peak growing season is for a longer duration in Collier County. Sixty percent of total yearly population is in the county from December through April. During this time there are approximately 7,000 persons living in the county. Although the season is over at about the same time as in other vegetable counties, figure 12 provides evidence that many families return to Collier in mid-September and early October to work in pre-harvest activities.

The patterns of residency in Manatee County are different from those in the other major vegetable counties. As shown in figure 13, the migrant population reaches its peak density in May at which time there are approximately 4300 persons in the county. As in most vegetable counties there is a sharp decline in the migrant population in late May and early June. Evidence in figure 13 indicates there is a limited amount of employment in this county during the summer months. During the months of June through August there are approximately 750 persons in this county.

Figure 14 shows the close similarity between the patterns of residency in Lake and Orange counties, two of the largest citrus counties in Florida. Both of these counties reach their peak

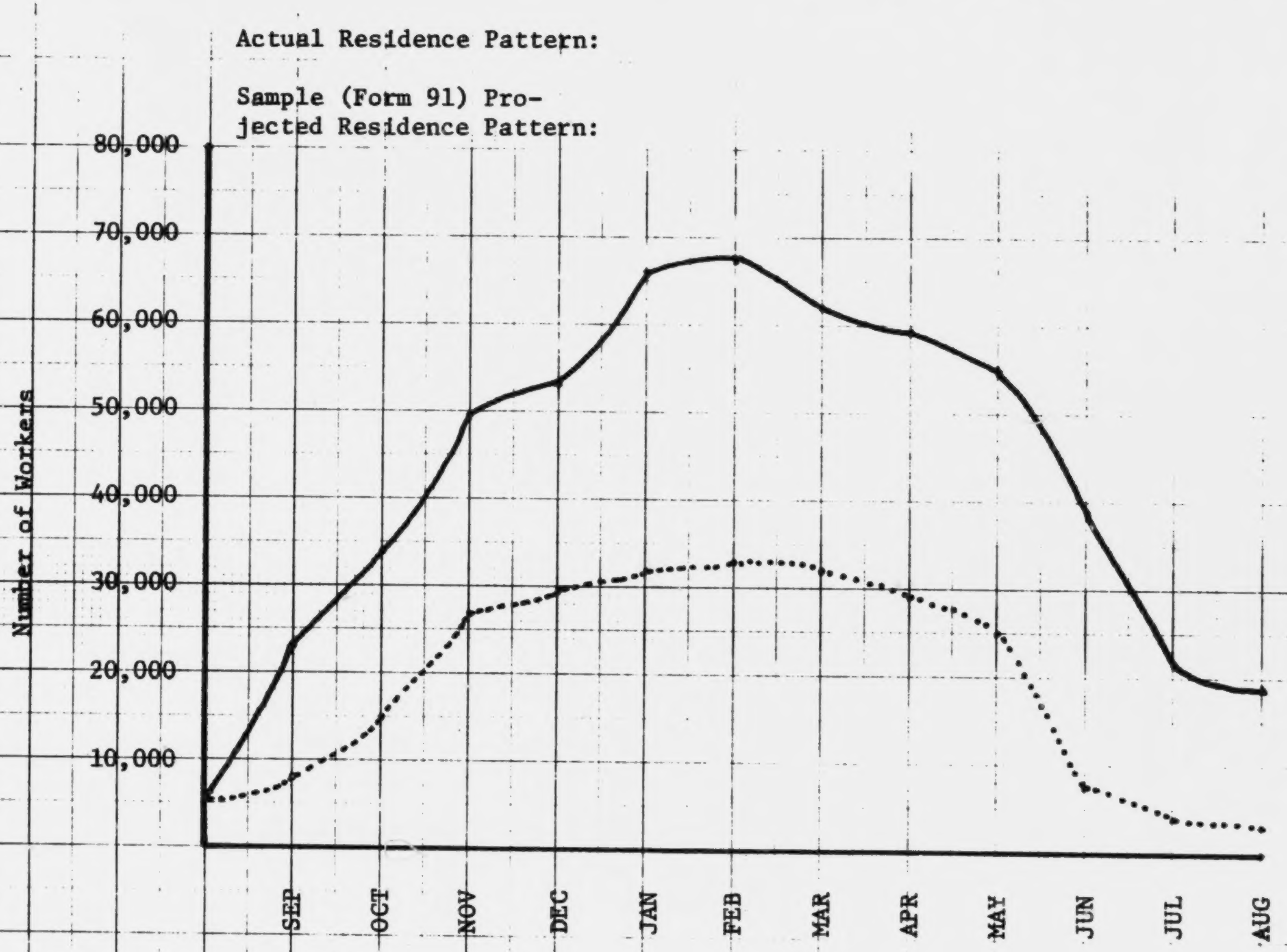

FIGURE 7

A COMPARISON OF THE PROJECTED AND ACTUAL AREAS OF RESIDENCE FOR FLORIDA MIGRATORY WORKERS IN 1968-1969

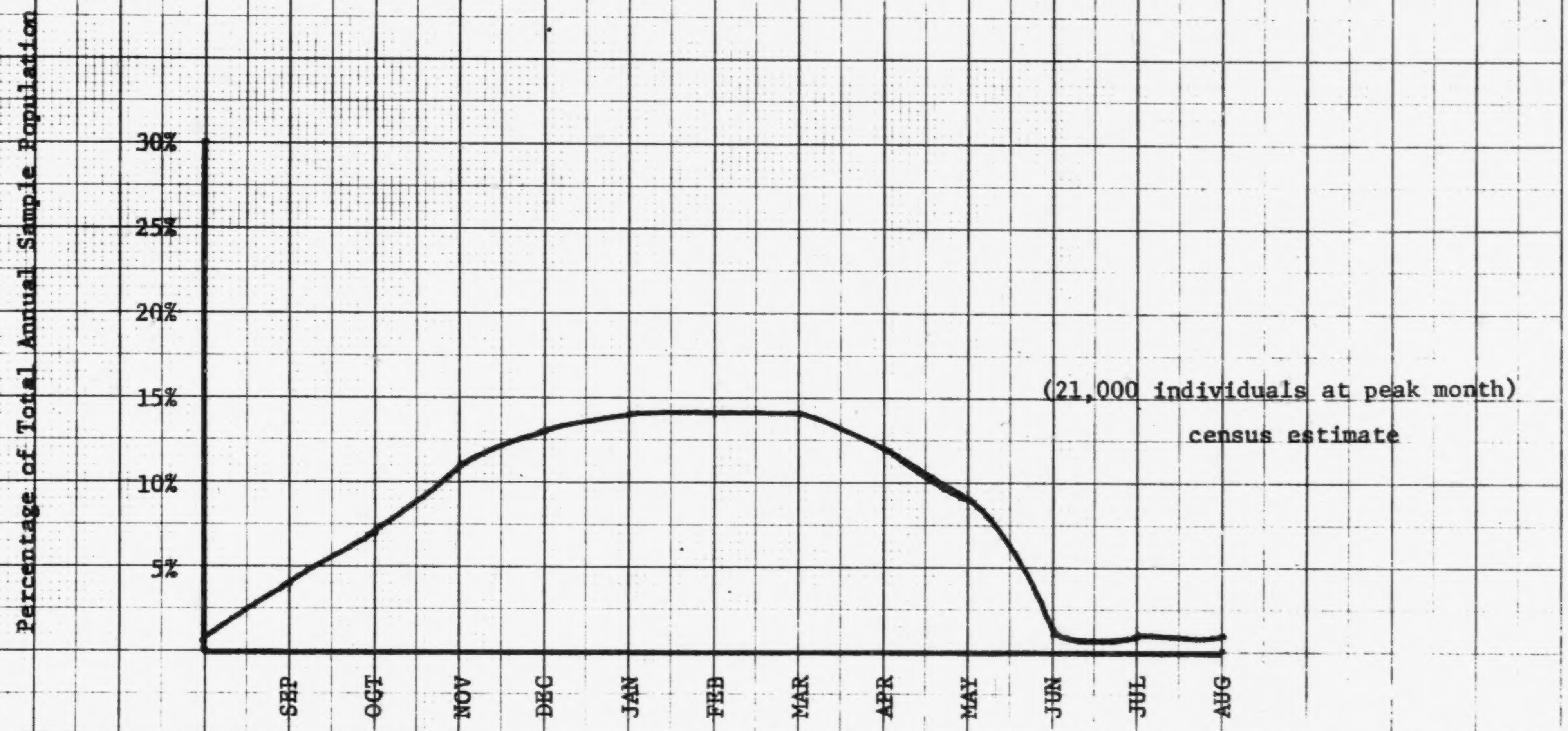

FIGURE 8

THE PATTERN OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATE FOR THE MIGRATORY FAMILY IN PALM BEACH COUNTY

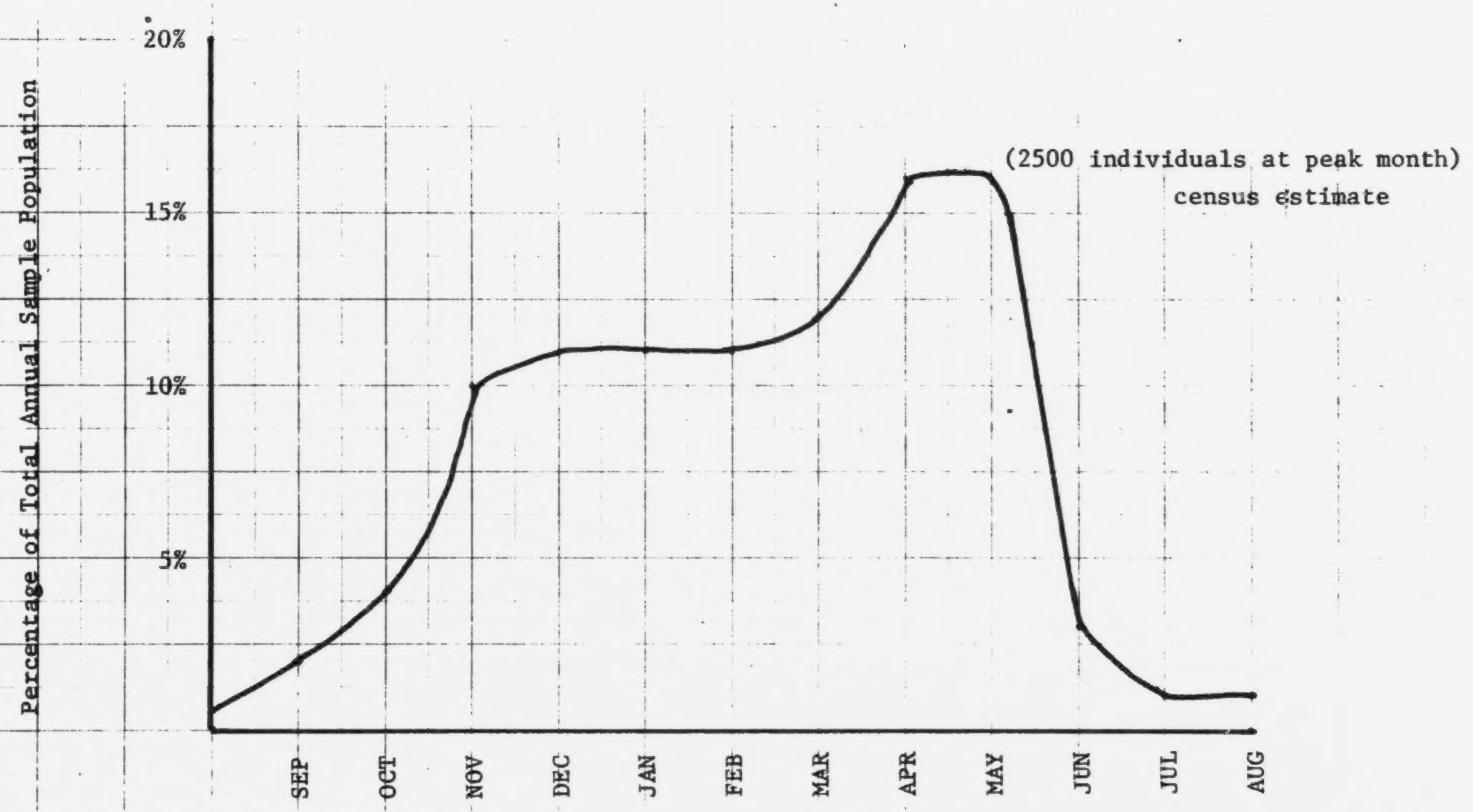

FIGURE 9

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATE FOR THE MIGRATORY FAMILY IN ST. JOHN'S COUNTY

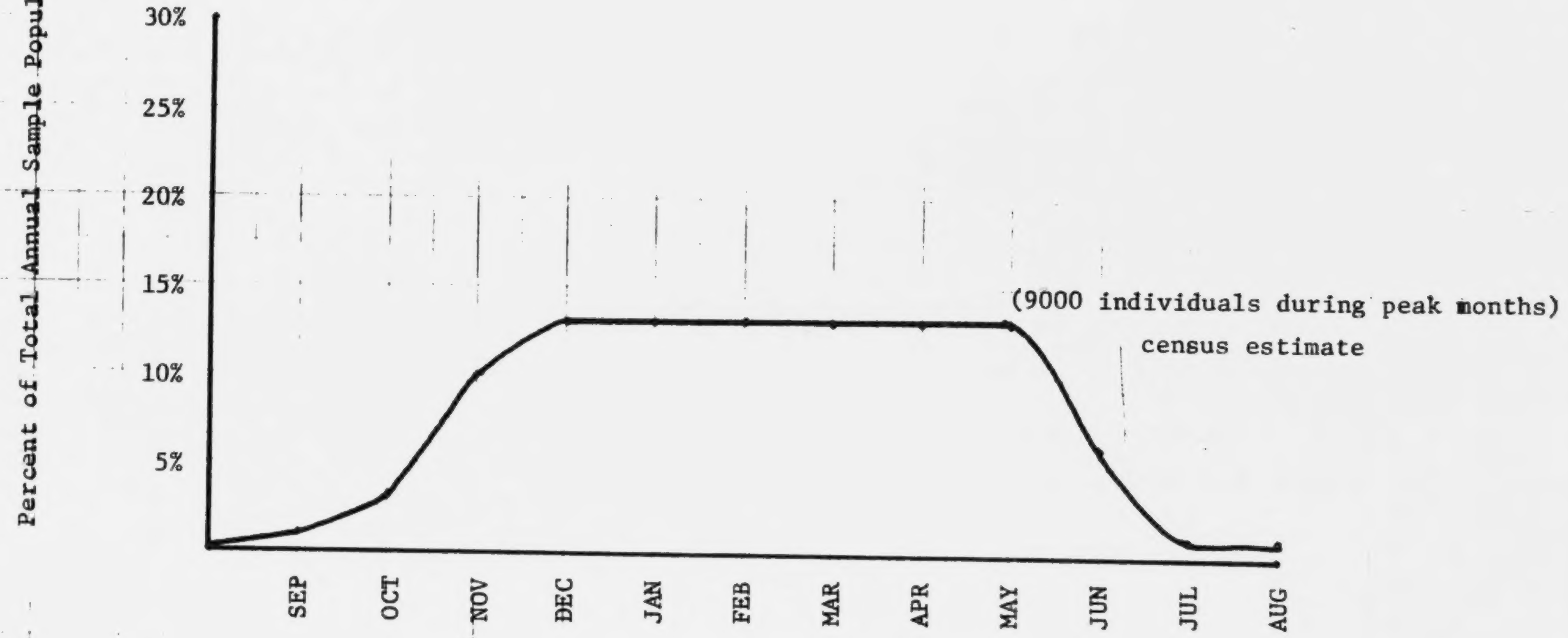

FIGURE 10

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS
ESTIMATE FOR THE MIGRATORY FAMILY IN POLK COUNTY

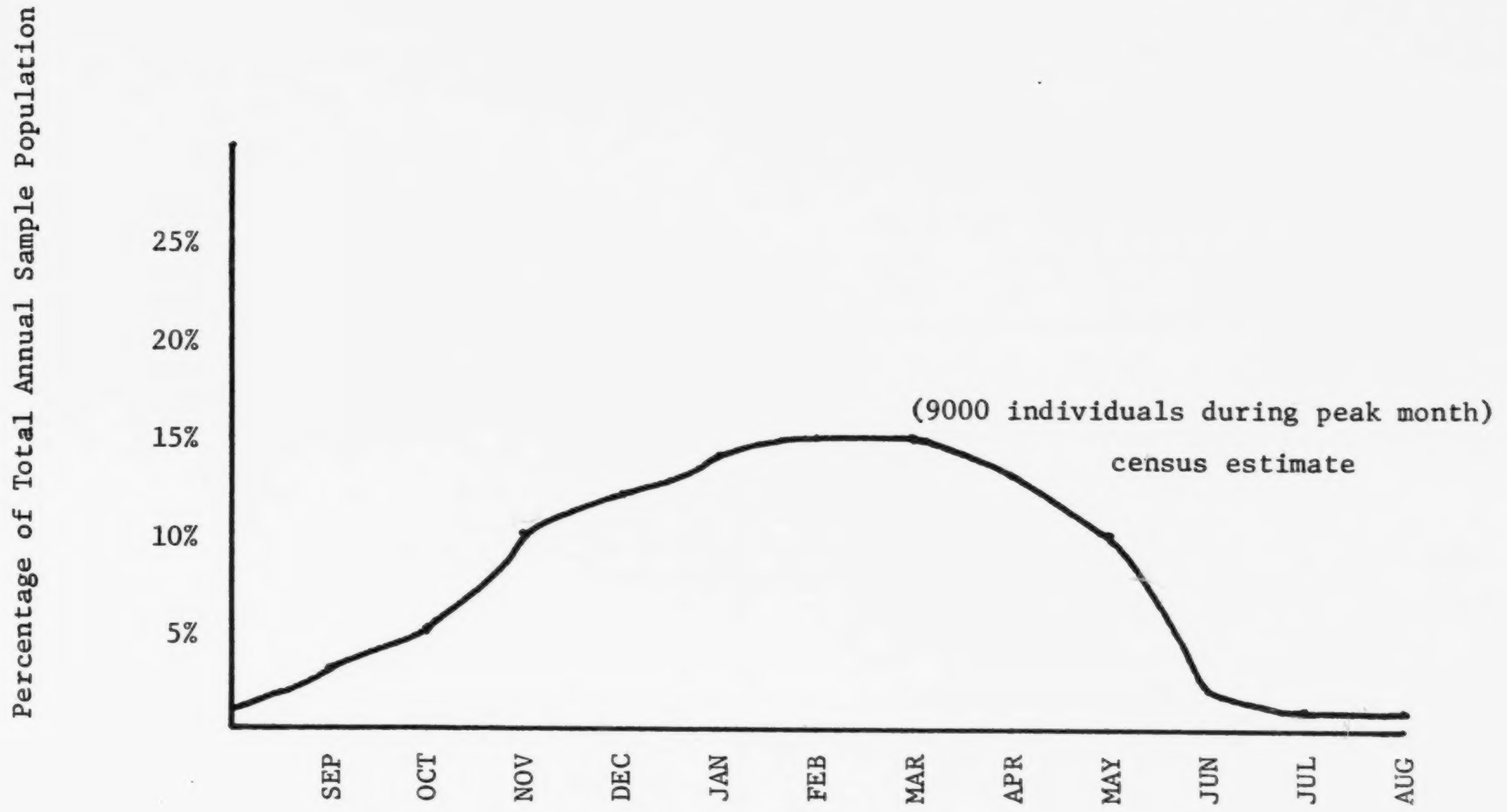

FIGURE 11

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS
ESTIMATE FOR THE MIGRATORY FAMILY IN DADE COUNTY

population densities in the months of January through March. During this period there are approximately 7,000 persons in Lake County and 6,000 persons in Orange. The density of migrant families is slightly more centered in the peak months in Lake County than in Orange County. Both counties show a sharp decrease in migrant density in late May, with only moderate activity in the month of June. The June population density indicated that about 35% of the children were able to finish the school year in these two counties.

A comparison of the patterns of residency in Broward and Hillsborough counties in figure 15 is interesting inasmuch as the two counties are agriculturally equal in size with diversified crop activity. Broward County is predominantly vegetable and Hillsborough is predominantly citrus yet each county has a substantial amount of secondary crop activity. The peak months of population in Broward County (December-April) are characteristic of a vegetable area. During this period there are approximately 4,000 migratory persons in Broward County. Hillsborough County seems to have two separate plateaus of population density. The first plateau (which is a reflection of the vegetable activity) extends from November through February. During this period there are approximately 3,000 persons in the county. The second plateau of population density which is a reflection of the county's citrus activity extends from late February through late May. During this period approximately 25-35% of the families remain long enough to enable their children to finish the school year.

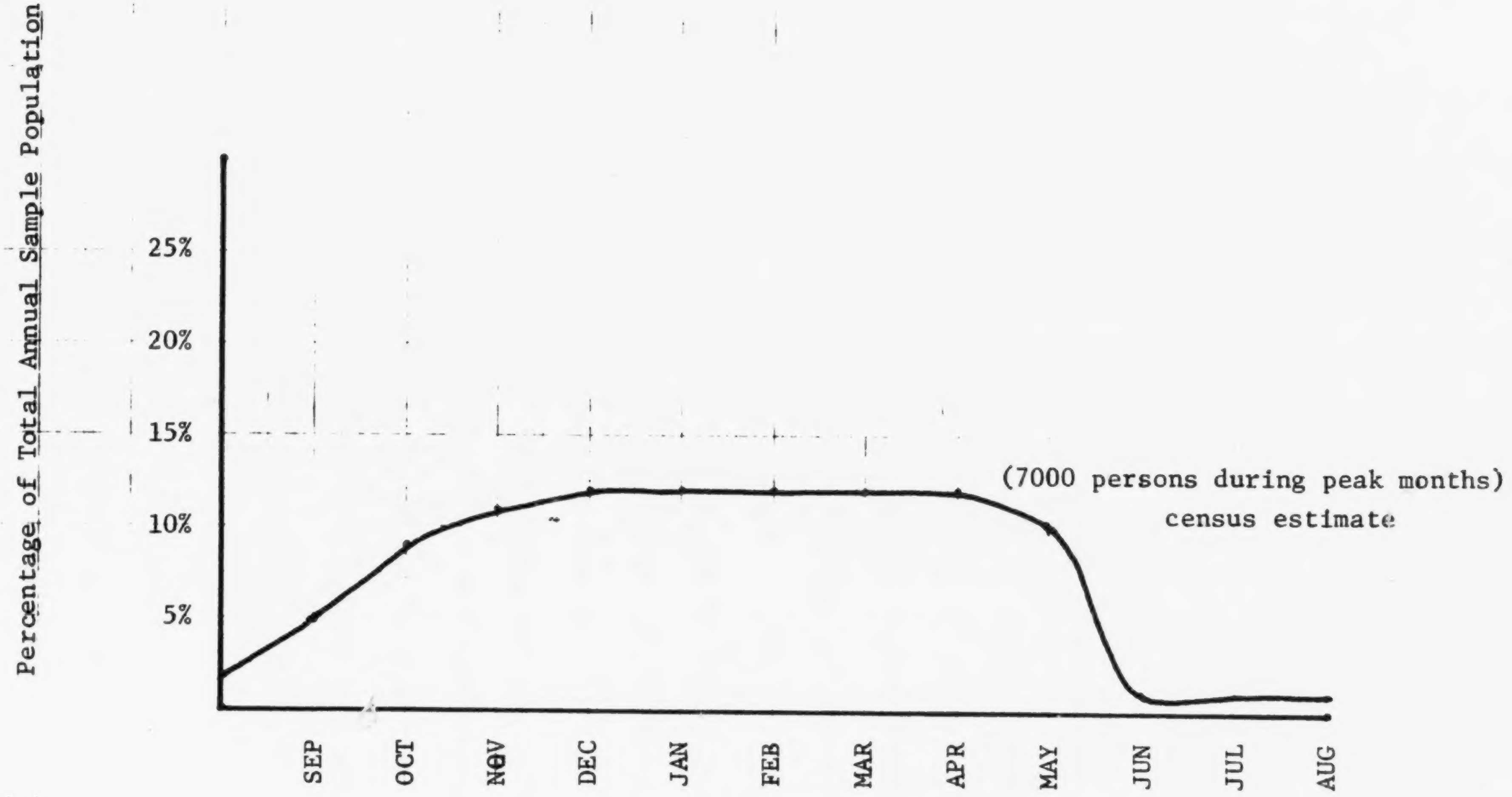

FIGURE 12

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATE FOR THE MIGRATORY FAMILY IN COLLIER COUNTY

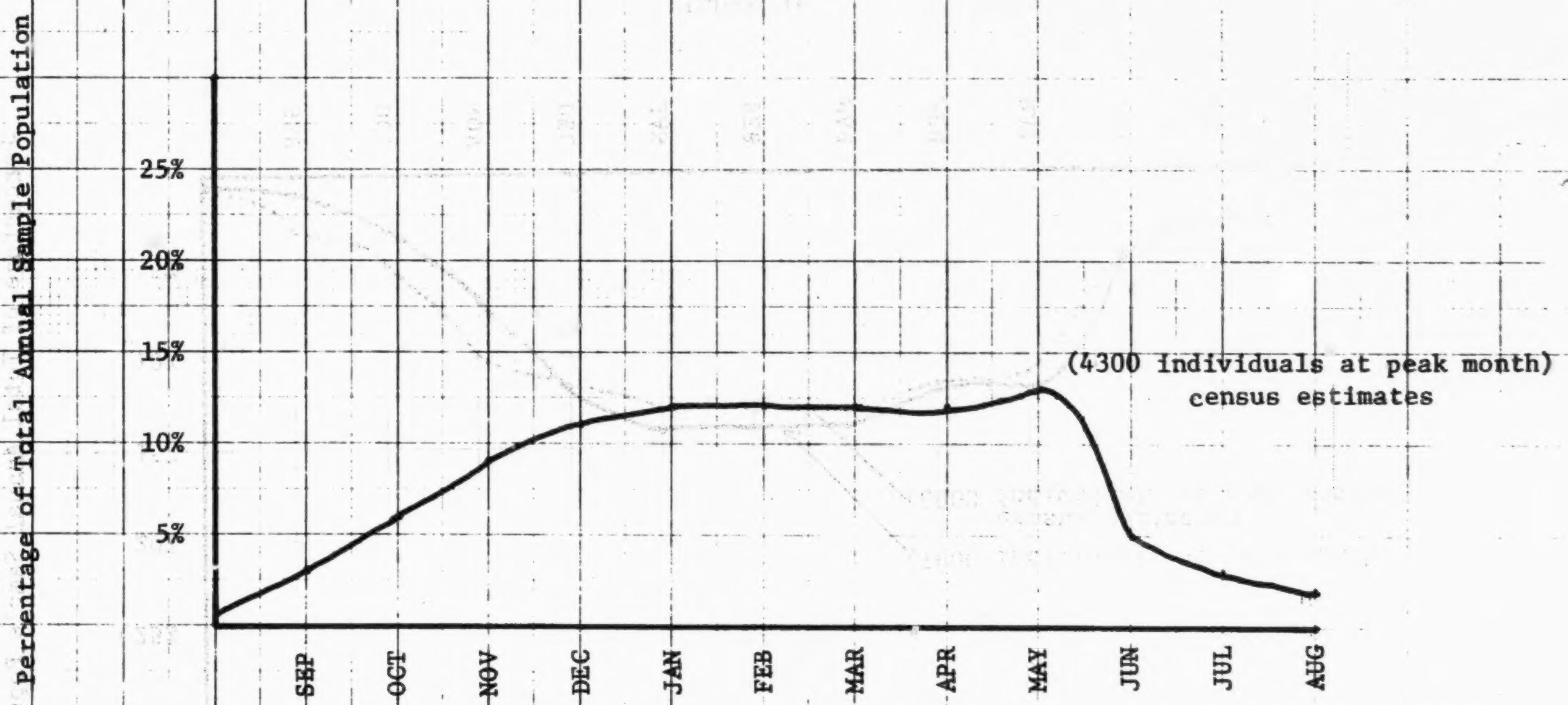

FIGURE 13

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATE FOR THE MIGRATORY FAMILY IN MANATEE COUNTY

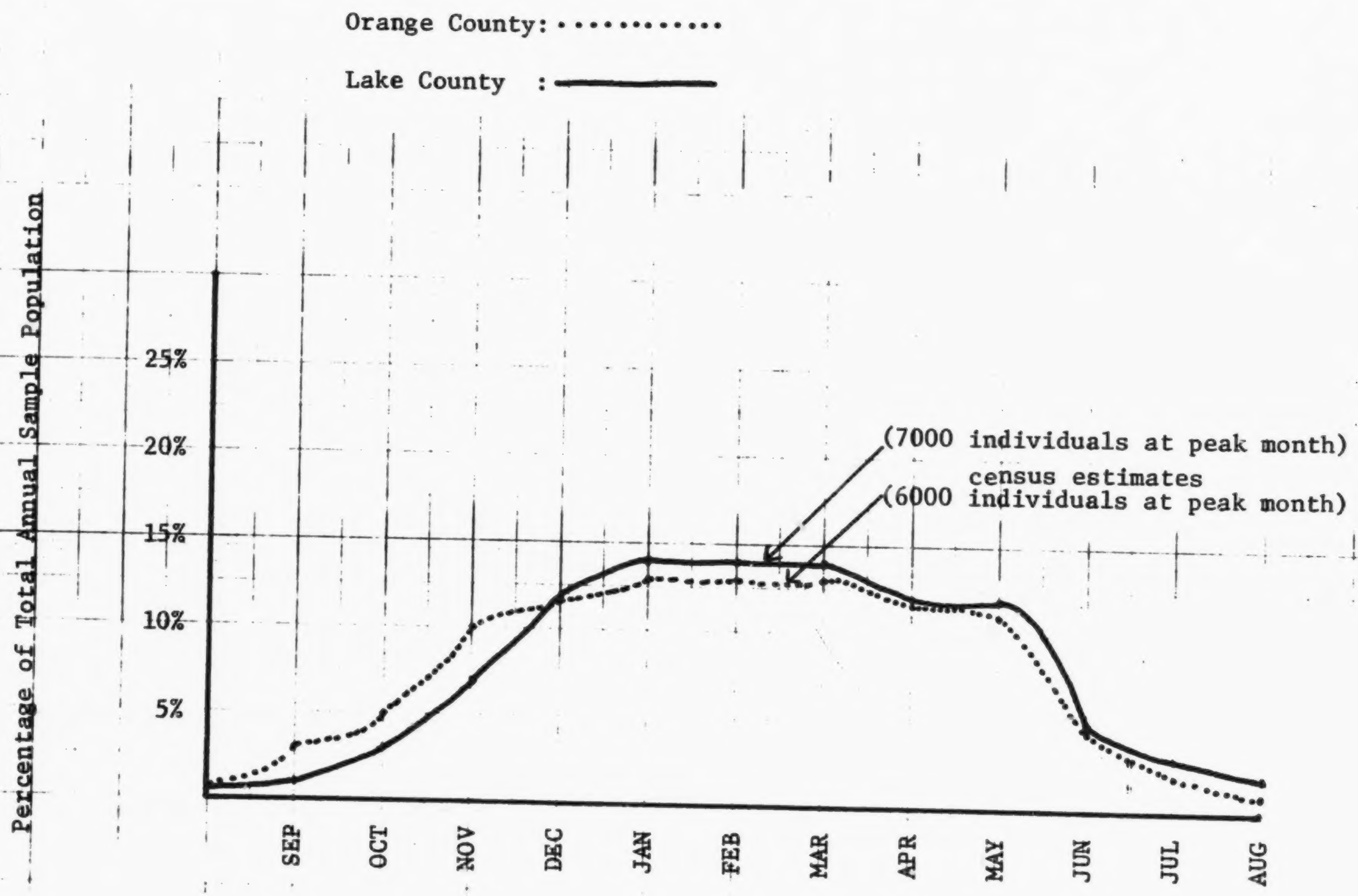

FIGURE 14

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATES FOR THE MIGRATORY FAMILY IN ORANGE AND LAKE COUNTIES

The county patterns of residency which have been presented in figures 7 through 14 account for 72% of the total population of the migratory family during the peak agricultural months (January-March) in Florida. The distribution of the migratory family for the peak season is clearly shown in figure 16. With the exception of the few counties in the northern region all the other counties show the highest percentage of migrant density recorded during the year. The counties in the northern region (Alachua, Putnam, St. Johns, and Flagler) reach their peak migrant density of 2% in the late spring.

The previous section has presented a picture of the residency patterns of the Florida Migratory family in the major agricultural counties of Florida.* The distribution of this population when it is outside the state of Florida is the concern of the next section.

Patterns of residency outside Florida. During a five-month period each year the majority of Florida-based migrants are in some state other than Florida. This migration begins around the end of May when over half the state's migratory population leaves Florida to "go up" for the season. By August only 10% of the winter population remains in Florida. The distribution of the Florida migratory family during the month of August is shown in figure 17 . The distribution as shown in figure 17 does not remain constant, however,

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*The percent patterns of residency and the census estimates for each county by month can be seen in Appendices BB and P, respectively.

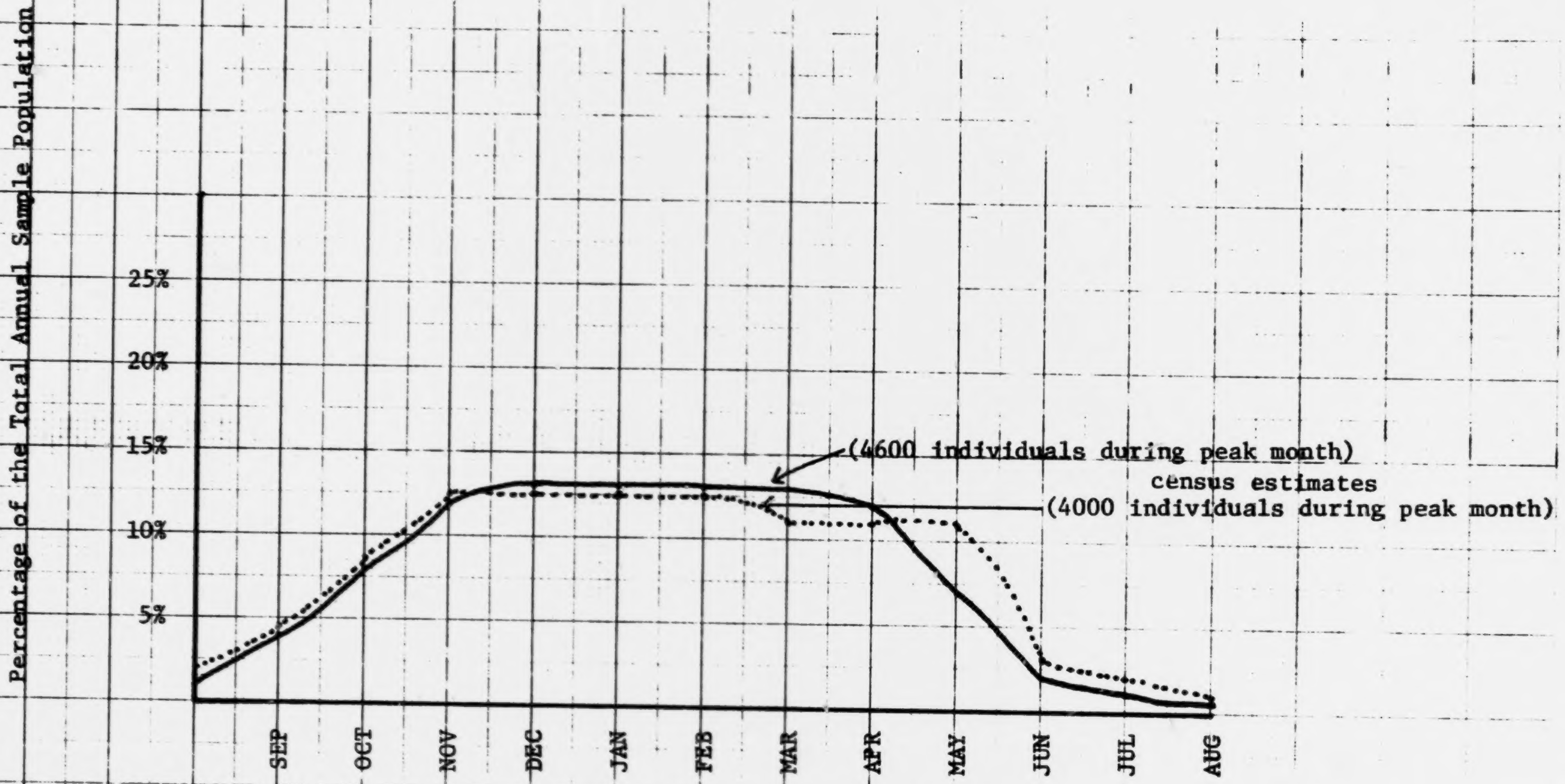

FIGURE 15

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATES
FOR THE MIGRATORY FAMILY IN BROWARD AND HILLSBOROUGH COUNTIES

due to the varying crops and growing seasons in each state.* Notice that the states which receive the largest proportion of Florida migrants are the states furthest north. The southern states have a larger percentage of the distribution in the early summer. This is a result of an early growing season in these areas.

The patterns of residency in New York by month are shown graphically in figure 18. Notice that 90% of the total summer and early fall migrant population is in the state during the five-month period between June and October. The month of greatest migrant density is August at which time there are approximately 18,000 Florida based migrants in the state. It is clear from figure 18 that New York is one of the states in which a sizeable number of Florida migratory children spend the first two months of school each autumn.

In contrast to the patterns of residency in New York are those in South Carolina. Notice in figure 19 that the greatest density of Florida-based migrants in the state is during the early and mid-summer months. During this period which lasts from early June to early August there are in South Carolina approximately 4,000 migrants whose homes are in Florida. Florida migratory children who do not complete the school year in Florida often lose one or two month's attendance in South Carolina.

During the months of June, July and August approximately 10% of the Florida-based migrant population is in New Jersey.

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*Maps showing the distribution of the Florida migratory family for the months of June, July, September and October are included in Appendices

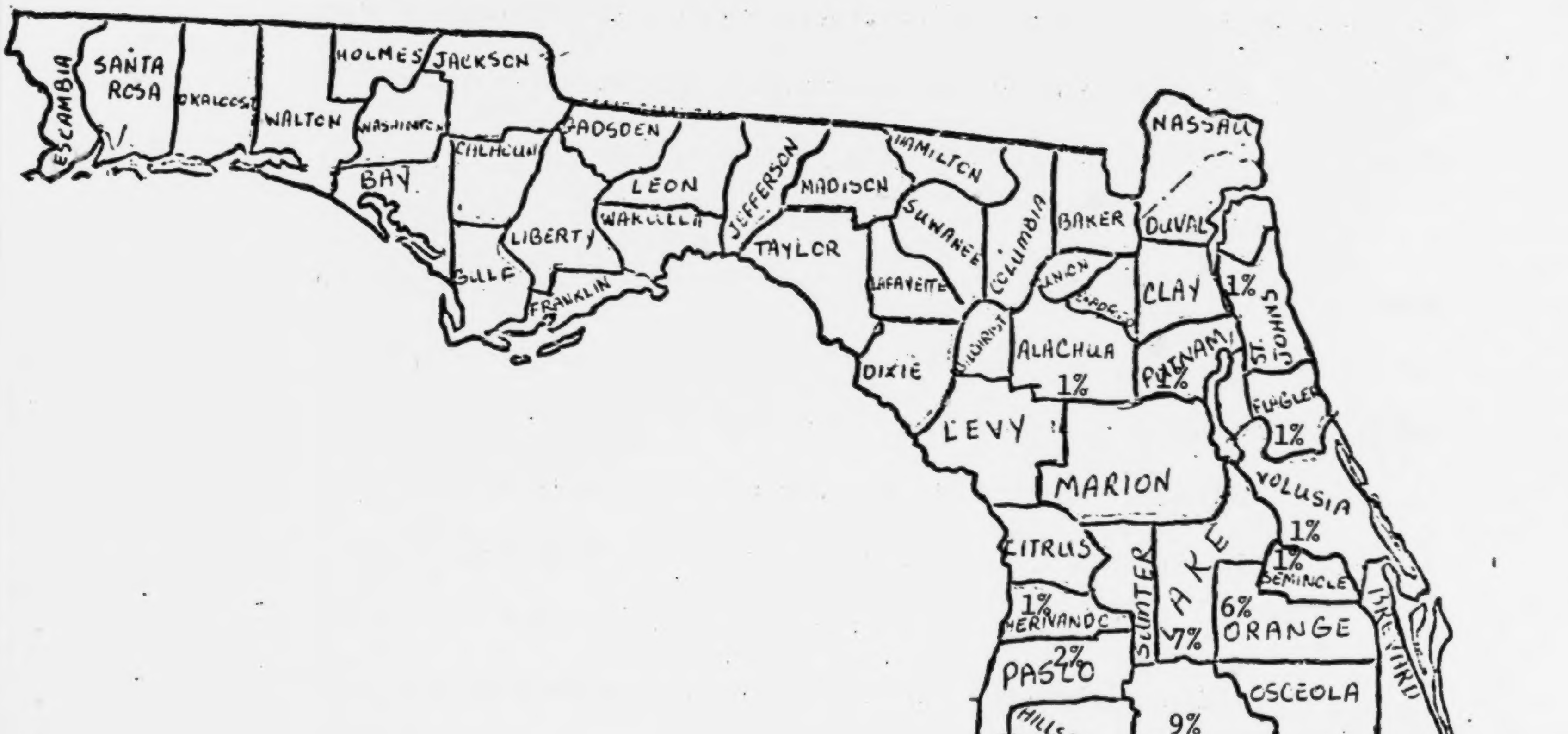
ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
BAY
CALHOUN
GADSDEN
LEON
LIBERTY
WAKULLA
GULF
FRANKLIN
JEFFERSON
MADISON
TAYLOR
HAMILTON
SUWANEE
LAFAYETTE
COLUMBIA
BAKER
UNION
BRADFORD
NASSAU
DUVAL
CLAY
1%
ST. JOHNS
DIXIE
GILCHRIST
ALACHUA 1%
PUTNAM 1%
FLAGLER 1%
LEVY
MARION
VOLUSIA 1%
CITRUS
SUMTER
LAKE 7%
1% SEMINOLE
6% ORANGE
BREVARD
1% HERNANDO
2% PASCO
HILLSBOROUGH 4%
9% POLK
OSCEOLA 1%
1%
INDIAN RIVER
MANATEE 1%
HARDEE 2%
2% HIGHLANDS
OKEECHOBEE 1%
ST. LUCIE 2%
SARASOTA 1%
DESOTO 1%
MARTIN 1%
CHARLOTTE 1%
GLADES 1%
PALM BEACH 19%
2% LEE
HENDRY 2%
7% COLLIER
BROWARD 5%
MONROE
10% DADE

FIGURE 16

PERCENT OF TOTAL MIGRANT POPULATION
IN EACH MAJOR AGRICULTURAL COUNTY
DURING THE PEAK GROWING MONTHS. (JUNE-MARCH)

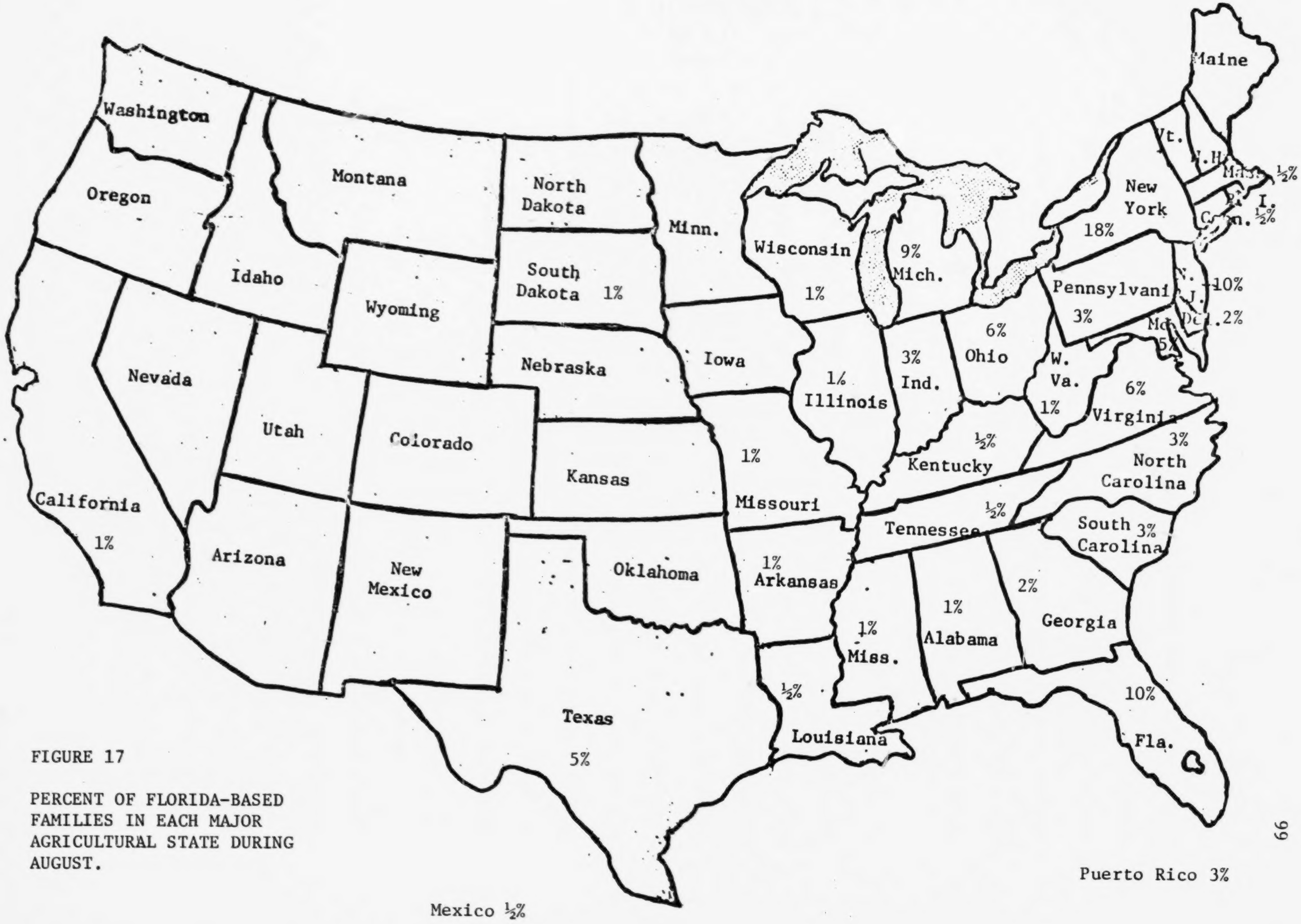
Washington
Oregon
California
1%
Nevada
Idaho
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
South Dakota 1%
Nebraska
Kansas
Oklahoma
Texas
5%
Minn.
Iowa
1%
Missouri
1%
Arkansas
½%
Louisiana
Wisconsin
1%
1%
Illinois
9%
Mich.
3%
Ind.
6%
Ohio
½%
Kentucky
½%
Tennessee
1%
Miss.
1%
Alabama
2%
Georgia
10%
Fla.
South 3%
Carolina
3%
North
Carolina
6%
Virginia
W.
Va.
1%
Pennsylvani
3%
Md.
5%
N.
J.
10%
Del.
.2%
New
York
18%
Vt.
N.H.
Mass.
½%
R.
I.
Conn.
½%
Maine
Mexico ½%
Puerto Rico 3%

FIGURE 17

PERCENT OF FLORIDA-BASED FAMILIES IN EACH MAJOR AGRICULTURAL STATE DURING AUGUST.

Figure 20 indicates that these are the peak months of migrant density in the state. A substantial number of migratory families remain into September and early October. Although the majority of migrant density (60%) occurs in this state during the summer months, the large number of Florida-based migrants necessitates some type of educational coordination.

Figure 21 provides a comparison of the patterns of residency in Texas and Michigan. Notice that the peak migrant density in Michigan is during the period from June to late September. During this time there are approximately 10,000 Florida-based migrants in Michigan. The patterns of residency in Texas are unusual, since Texas is a large agricultural state with seasons which are concurrent with the seasons in Florida. As a result of similar seasons, many Spanish-American migrants spend almost equal amounts of time in Florida and Texas. The period of peak density of Florida-based migrants in Texas is from June through August. During this time there are approximately 5,000 migratory persons who spend some part of the year in Florida.

Understanding the residence patterns of the Florida Migratory family during the time it is outside of Florida is essential if educational programs affecting the migrant child are to be effectively coordinated. The graphs presented in this section have illustrated the patterns within several of the large states which are recipients of Florida-based migrants. A complete list which shows the percentage residency patterns in all affected states can be seen in appendix BB .

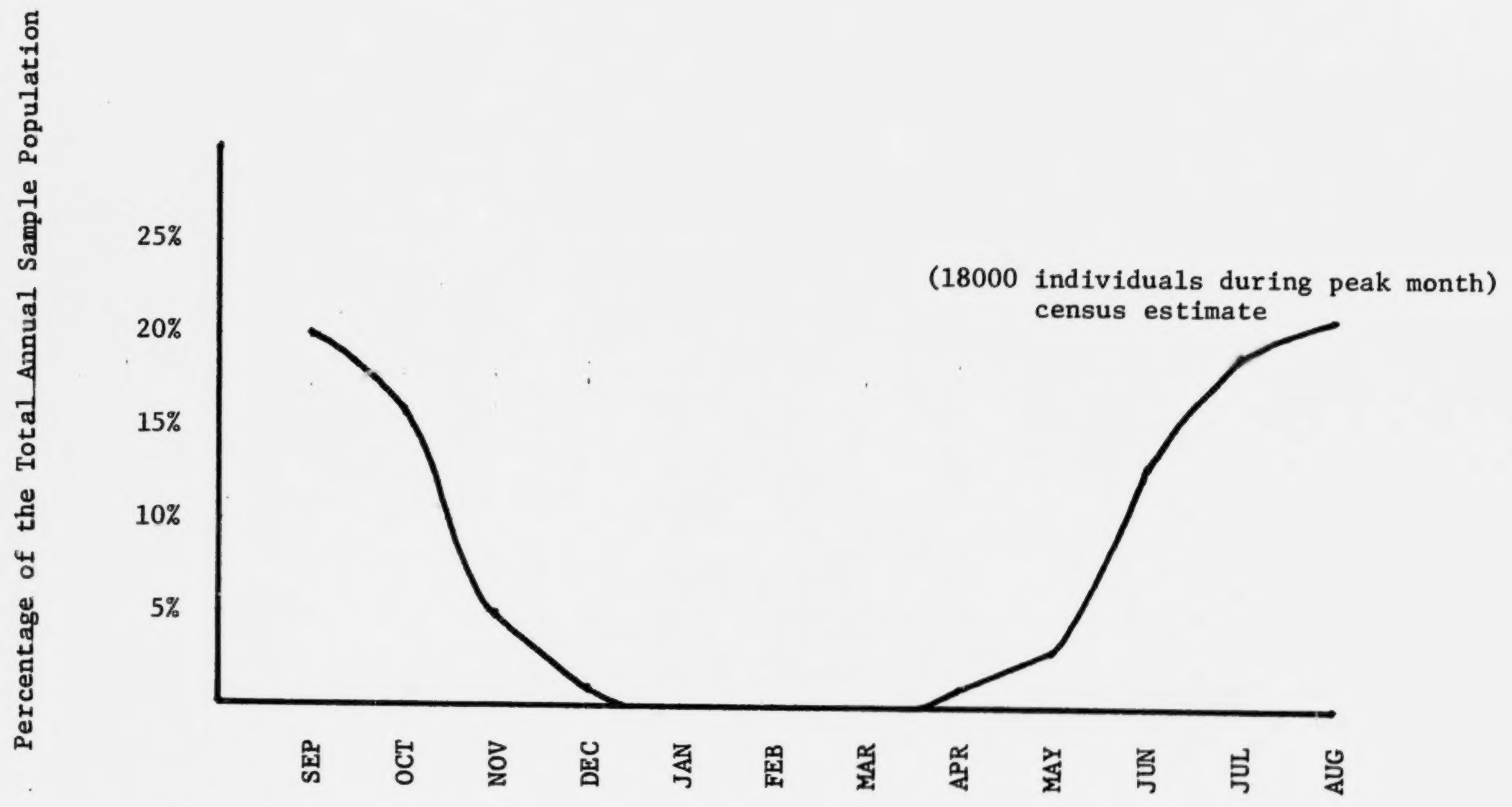

FIGURE 18

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATE OF THE FLORIDA MIGRATORY FAMILY IN NEW YORK STATE

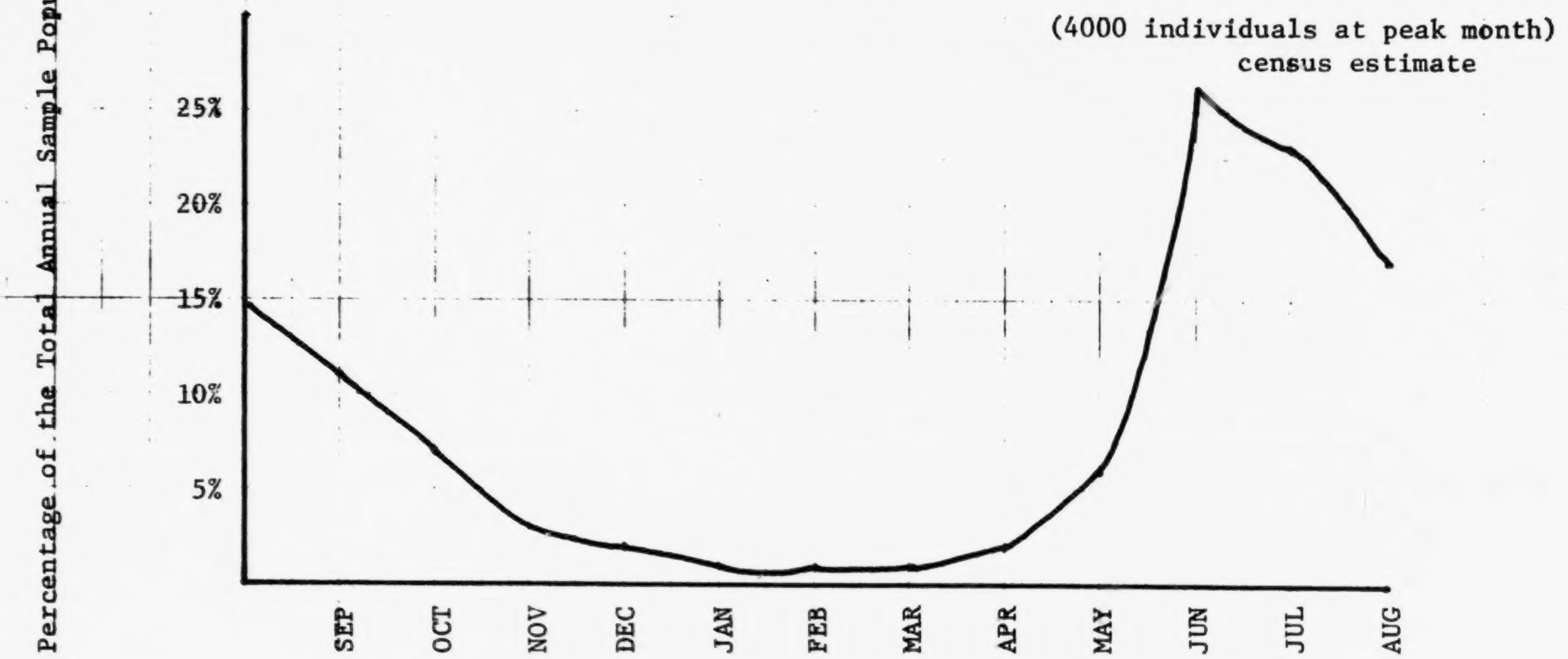

FIGURE 19

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS
ESTIMATE OF THE FLORIDA MIGRATORY FAMILY IN SOUTH CAROLINA

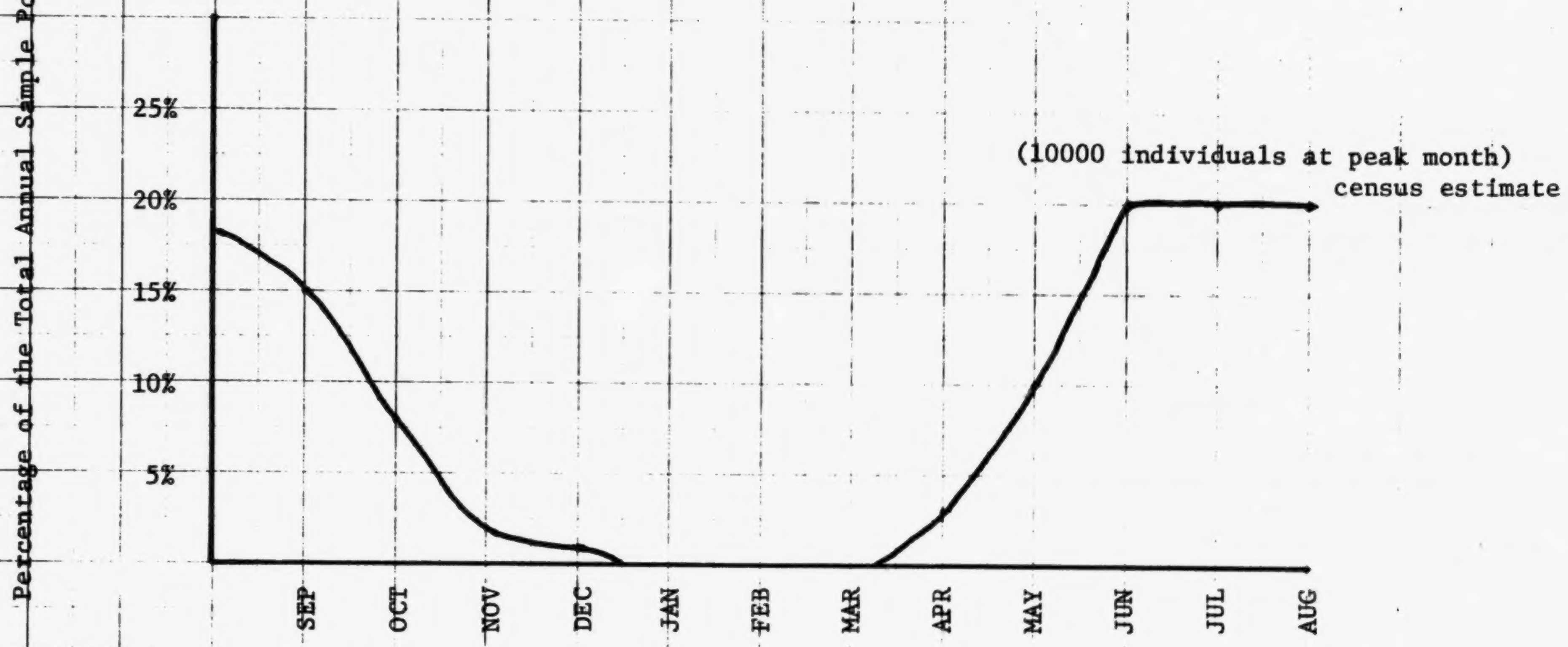

FIGURE 20

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS ESTIMATE OF THE FLORIDA MIGRATORY FAMILY IN NEW JERSEY

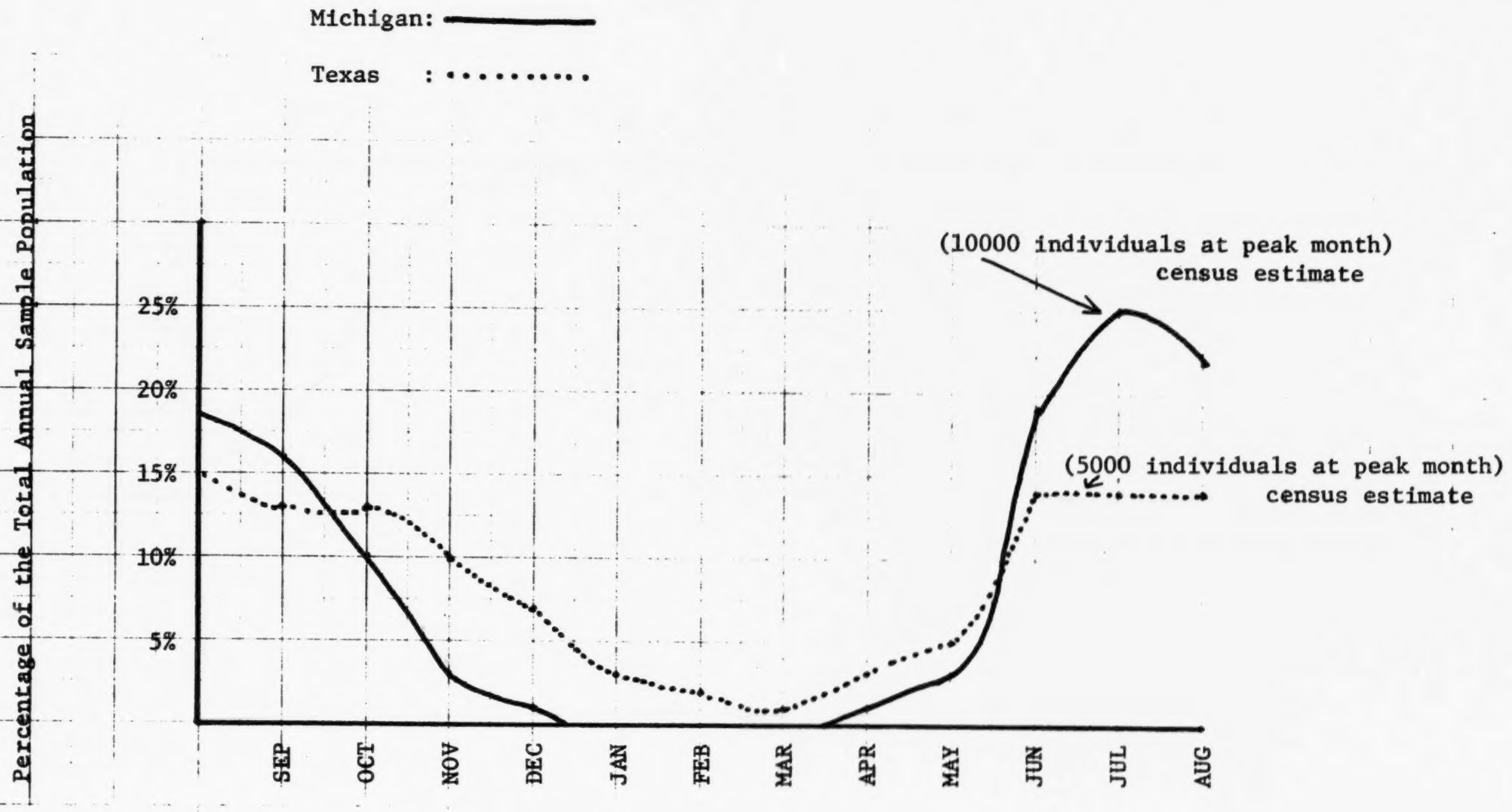

FIGURE 21

THE PATTERNS OF RESIDENCY AND PEAK MONTH(S) CENSUS
ESTIMATES OF THE FLORIDA MIGRATORY FAMILY IN MICHIGAN AND TEXAS

V. MAJOR STREAMS OF MIGRATION

Much has been written about the problems which are a result of the periodic movement of the migratory family. The actual movement, however, is often treated lightly by showing the general movement patterns which indicate little more than the direction of migrations.

This section will deal with the three major aspects of movement in order to give a complete picture of the migration patterns of the Florida migratory family. The first and possibly most important movement pattern to be shown is the movement between counties during the time the family is in Florida. The annual exodus from the state will be depicted via regional movement. This method will provide the major trends of movement to the North and Southwest. Finally, the annual return to Florida will show the relationships which exist between major agricultural states and certain Florida counties.

Flow patterns of the migratory family within Florida.

Movement when used in reference to the Florida migratory family is usually synonomous with semi-annual trips to and from the north, upper southeast and southwest sections of the nation. Intrastate movement has always received less attention than the periodic pilgrimages outside of Florida. Although a 40 mile trip from Polk to Pasco counties may not be as dramatic as a 1500 mile trek from south Florida to upstate New York, intrastate movement is often more damaging to the child's education. A move between states usually means a late start or early finish in school, whereas movement within Florida involves uprooting the child in the middle of his longest period in one school.

In order to examine migratory movement within the state this survey has examined the monthly migrations from the twelve largest agricultural counties in Florida. It is felt that the movement from these counties will provide a good picture of the within state flow patterns, since 76% of the migrant population resides in these twelve counties during the peak season.

Table XV shows the seven most popular moves from Palm Beach County. Notice that the most common destinations are the bordering counties of Martin and Broward. With the exception of some limited movement to such counties as Orange, Lake, and Manatee most of the intrastate migrations from Palm Beach County are to counties in the immediate area. This is probably a result of the constant labor market which exists in Palm Beach county during the winter season. The months of greatest movement from this largest agricultural county are March, April and May.

The major moves from Polk County are for the most part confined to other citrus counties in the central region. Table XVI indicates that Hardee and Osceola counties are frequent destinations of the migratory family which leaves Polk County. There is also a limited amount of movement to Lake and Orange counties. The sharp increase in labor demand in the northern region is clearly shown in the movement from Polk to St. Johns counties during March. This move

TABLE XV

MIGRATORY WORKER MOVEMENTS TABLES FOR PALM BEACH COUNTY

MIGRATORY WORKER MOVEMENTS
TABLES FOR PALM BEACH COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN PALM BEACH COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	MARTIN	ORANGE	BROW.	CHARL.	DADE	OKEE.	ST.LUC	N.CAR.	ALA.	ARIZ.	ARK.	CALIF.	COL.	TOTAL COUNT
COUNT	13	9	8	7	7	5	5	1	0	0	0	0	0	55
PCT.	23.64	16.36	14.55	12.73	12.73	9.09	9.09	1.82	0.0	0.0	0.0	0.0	0.0	55

FEB.	SARAS.	BREV.	BROW.	OKEE.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	6	3	3	1	0	0	0	0	0	0	0	0	0	13
PCT.	46.15	23.08	23.08	7.69	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13

MAR.	BROW.	OKEE.	MANAT.	GA.	BREV.	ST.LUC	ALACH.	HIGH.	GADSEN	MARION	OSCEO.	N.JER.	TENN.	TOTAL COUNT
COUNT	23	11	10	9	8	7	6	6	5	5	4	3	1	98
PCT.	23.47	11.22	10.20	9.18	8.16	7.14	6.12	6.12	5.10	5.10	4.08	3.06	1.02	98

APR.	BROW.	MARTIN	LA.	HILLS.	MARION	PASCO	N.JER.	MD.	DADE	VA.	MONROE	MANAT.	POLK	TOTAL COUNT
COUNT	25	21	10	10	8	7	6	5	5	4	4	3	3	111
PCT.	22.52	18.92	9.01	9.01	7.21	6.31	5.41	4.50	4.50	3.60	3.60	2.70	2.70	111

MAY	JEFF.	BROW.	HIGH.	MARTIN	DADE	W. VA.	VA.	MONROE	MARION	FLA.	POLK	ALA.	LA.	TOTAL COUNT
COUNT	21	18	16	15	14	13	12	12	11	10	8	7	7	164
PCT.	12.80	10.98	9.76	9.15	8.54	7.93	7.32	7.32	6.71	6.10	4.88	4.27	4.27	164

JUNE	BROW.	VA.	S.CAR.	DEL.	GA.	DADE	N.JER.	FLA.	IND.R.	MARTIN	ORANGE	N.YORK	PA.	TOTAL COUNT
COUNT	91	37	29	27	25	25	23	21	21	20	19	18	18	374
PCT.	24.33	9.89	7.75	7.22	6.68	6.68	6.15	5.61	5.61	5.35	5.08	4.81	4.81	374

JULY	S.CAR.	MD.	PA.	VA.	VOLUS.	DEL.	GA.	P.RICO	N.CAR.	OHIO	BROW.	OKEE.	MISS.	TOTAL COUNT
COUNT	18	12	10	8	7	6	6	6	3	3	2	2	1	84
PCT.	21.43	14.29	11.90	9.52	8.33	7.14	7.14	7.14	3.57	3.57	2.38	2.38	1.19	84

AUG.	BROW.	MARTIN	DADE	N.YORK	VA.	OKEE.	ST.LUC	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	20	19	9	7	5	4	3	0	0	0	0	0	0	67
PCT.	29.85	28.36	13.43	10.45	7.46	5.97	4.48	0.0	0.0	0.0	0.0	0.0	0.0	67

SEPT	OKEE.	BROW.	MARTIN	DADE	OSCEO.	PINEL.	ST.LUC	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	16	14	12	8	4	2	1	0	0	0	0	0	0	57
PCT.	28.07	24.56	21.05	14.04	7.02	3.51	1.75	0.0	0.0	0.0	0.0	0.0	0.0	57

OCT.	BROW.	MARTIN	N.YORK	HENDRY	LAKE	PA.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	17	12	4	3	3	1	0	0	0	0	0	0	0	40
PCT.	42.50	30.00	10.00	7.50	7.50	2.50	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40

NOV.	MARTIN	BROW.	CHARL.	LAKE	OKEE.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	28	23	10	8	1	0	0	0	0	0	0	0	0	70
PCT.	40.00	32.86	14.29	11.43	1.43	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70

DEC.	MARTIN	BRAD.	COLL.	DADE	ORANGE	PINEL.	ST.LUC	POLK	SARAS.	ALA.	ARIZ.	ARK.	CALIF.	TOTAL COUNT
COUNT	10	5	3	3	3	3	2	1	1	0	0	0	0	31
PCT.	32.26	16.13	9.68	9.68	9.68	9.68	6.45	3.23	3.23	0.0	0.0	0.0	0.0	31

TABLE XVI

MIGRATORY WORKER MOVEMENTS TABLES FOR POLK COUNTY

MIGRATORY WORKER MOVEMENTS
TABLES FOR POLK COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN POLK COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	HARDEE	P.BCH.	OSCEO.	HILLS.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	9	8	7	1	0	0	0	0	0	0	0	0	0	25
PCT.	36.00	32.00	28.00	4.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25

FEB.	HARDEE	OSCEO.	CHARL.	MO.	GA.	GLADES	ORANGE	CITRUS	DADE	MANAT.	ALA.	ARIZ.	ARK.	TOTAL COUNT
COUNT	20	13	8	6	5	4	4	3	1	1	0	0	0	65
PCT.	30.77	20.00	12.31	9.23	7.69	6.15	6.15	4.62	1.54	1.54	0.0	0.0	0.0	65

MAR.	LA.	CHARL.	PINEL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	24	7	1	0	0	0	0	0	0	0	0	0	0	32
PCT.	75.00	21.88	3.12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	32

APR.	ST.JHN	OSCEO.	LAKE	ST.LUC	LEON	HOLMES	HARDEE	COLL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	TOTAL COUNT
COUNT	38	13	8	8	5	4	3	1	0	0	0	0	0	80
PCT.	47.50	16.25	10.00	10.00	6.25	5.00	3.75	1.25	0.0	0.0	0.0	0.0	0.0	80

MAY	HARDEE	MARION	N.YORK	CITRUS	JEFF.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	5	4	2	2	2	0	0	0	0	0	0	0	0	15
PCT.	33.33	26.67	13.33	13.33	13.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15

JUNE	PASCO	MICH.	WIS.	N.YORK	HIGH.	SARAS.	S.CAR.	VA.	BROW.	DEL.	BAY	N.JER.	P.RICO	TOTAL COUNT
COUNT	26	20	20	15	14	14	12	11	11	10	10	9	9	181
PCT.	14.36	11.05	11.05	8.29	7.73	7.73	6.63	6.08	6.08	5.52	5.52	4.97	4.97	181

JULY	OSCEO.	MO.	N.YORK	S.CAR.	MICH.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	16	15	13	4	3	0	0	0	0	0	0	0	0	51
PCT.	31.37	29.41	25.49	7.84	5.88	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	51

AUG.	MICH.	OKEE.	OSCEO.	P.BCH.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	12	6	6	3	0	0	0	0	0	0	0	0	0	27
PCT.	44.44	22.22	22.22	11.11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27

SEPT	N.CAR.	OSCEO.	MICH.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	7	5	2	0	0	0	0	0	0	0	0	0	0	14
PCT.	50.00	35.71	14.29	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14

OCT.	ORANGE	MARTIN	P.BCH.	LAKE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	6	4	2	1	0	0	0	0	0	0	0	0	0	13
PCT.	46.15	30.77	15.38	7.69	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13

NOV.	LAKE	DADE	MARTIN	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	8	3	2	0	0	0	0	0	0	0	0	0	0	13
PCT.	61.54	23.08	15.38	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13

DEC.	HOLMES	PASCO	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT
COUNT	1	1	0	0	0	0	0	0	0	0	0	0	0	2
PCT.	50.00	50.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2

should be noted since it occurs at a time of year which is disruptive to the migrant child's education.

The majority of within-state movement from Dade County during the year is to other vegetable producing counties. Table XVII indicates that the migration of greatest density is to Manatee County during March and April. To a lesser degree, Collier and Hillsborough counties are also recipients of migrants from Dade County during this period. For most of the migrants, these counties (Manatee, Collier, and Hillsborough) are short intermediate stops on their way north. The greater part of the movement which takes place during the late fall and winter months is to counties in the immediate area such as Palm Beach, Broward, and Collier.

The patterns of movement as shown in table XVIII indicates that during eight months of the year, the most popular destination of migrants leaving Broward is Palm Beach County. It should be noted, however, that Highlands County is their first choice during March and April, months of fairly active movement. There is also a considerable flow of Broward based migrants to Alachua and Flagler counties in the Northern region during this period. As can be seen from table XVIII most of the movement from Broward County is to other vegetable counties.

Due to the large amount of agricultural work available in Collier County during the winter season, most of the movement from this county which this survey found was interstate rather than intrastate migration. Table XIX shows that most of the movement

TABLE XVII

MIGRATORY WORKER MOVEMENTS TABLES
FOR DADE COUNTY

MIGRATORY WORKER MOVEMENTS
TABLES FOR DADE COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN DADE COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	P.BCH.	MARTIN	DUVAL	HARDEE	HILLS.	CHARL.	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	24	15	4	4	4	1	1	0	0	0	0	0	0	53
PCT.	45.28	28.30	7.55	7.55	7.55	1.89	1.89	0.0	0.0	0.0	0.0	0.0	0.0	53
FEB.	MARION	P.BCH.	LAKE	COLL.	GLADES	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	15	12	6	2	2	0	0	0	0	0	0	0	0	37
PCT.	40.54	32.43	16.22	5.41	5.41	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	37
MAR.	GLADES	CHARL.	MARION	BROW.	LAKE	PINEL.	CITRUS	P.BCH.	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	TOTAL COUNT
COUNT	16	13	11	7	7	6	5	5	4	0	0	0	0	74
PCT.	21.62	17.57	14.86	9.46	9.46	8.11	6.76	6.76	5.41	0.0	0.0	0.0	0.0	74
APR.	MANAT.	COLL.	GLADES	N.JER.	FRANK.	BROW.	PINEL.	LAKE	MASS.	TEXAS	MADIS.	MARION	MONROE	TOTAL COUNT
COUNT	73	45	19	12	10	9	8	5	4	4	4	4	4	201
PCT.	36.32	22.39	9.45	5.97	4.98	4.48	3.98	2.49	1.99	1.99	1.99	1.99	1.99	201
MAY	MANAT.	HILLS.	POLK	OKEE.	CHARL.	BRAD.	BAY	SARAS.	CITRUS	COLL.	N.JER.	BROW.	CALH.	TOTAL COUNT
COUNT	104	43	32	26	20	13	12	8	6	6	5	5	5	285
PCT.	36.49	15.09	11.23	9.12	7.02	4.56	4.21	2.81	2.11	2.11	1.75	1.75	1.75	285
JUNE	P.RICO	N.JER.	OKEE.	GLADES	BROW.	VA.	MEXICO	DEL.	BAY	HILLS.	N.CAR.	GA.	MADIS.	TOTAL COUNT
COUNT	86	52	30	21	20	17	14	10	10	9	8	6	6	289
PCT.	29.76	17.99	10.38	7.27	6.92	5.88	4.84	3.46	3.46	3.11	2.77	2.08	2.08	289
JULY	WAKUL.	MANAT.	MONROE	N.CAR.	S.CAR.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	5	3	2	1	1	0	0	0	0	0	0	0	0	12
PCT.	41.67	25.00	16.67	8.33	8.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12
AUG.	BROW.	P.BCH.	PASCO	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	9	9	2	1	0	0	0	0	0	0	0	0	0	21
PCT.	42.86	42.86	9.52	4.76	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21
SEPT	P.BCH.	VA.	COLL.	BROW.	HERN.	MARTIN	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	20	8	6	4	4	4	0	0	0	0	0	0	0	46
PCT.	43.48	17.39	13.04	8.70	8.70	8.70	0.0	0.0	0.0	0.0	0.0	0.0	0.0	46
OCT.	P.BCH.	HARDEE	COLL.	POLK	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	17	7	6	3	0	0	0	0	0	0	0	0	0	33
PCT.	51.52	21.21	18.18	9.09	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33
NOV.	COLL.	HARDEE	P.BCH.	POLK	DESOTA	GLADES	OKEE.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	15	8	8	5	3	1	1	0	0	0	0	0	0	41
PCT.	36.59	19.51	19.51	12.20	7.32	2.44	2.44	0.0	0.0	0.0	0.0	0.0	0.0	41
DEC.	BROW.	P.BCH.	SARAS.	COLL.	GLADES	MANAT.	WAKUL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	14	7	4	1	1	1	1	0	0	0	0	0	0	29
PCT.	48.28	24.14	13.79	3.45	3.45	3.45	3.45	0.0	0.0	0.0	0.0	0.0	0.0	29

TABLE XVIII

MIGRATORY WORKER MOVEMENTS TABLES FOR BROWARD COUNTY

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MIGRATORY WORKER MOVEMENTS
TABLES FOR BROWARD COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN BROWARD COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

                                                                                                    TOTAL
  JAN.  P.BCH.  MANAT.  DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   45       9       7       0       0       0       0       0       0       0       0       0       0      61
  PCT. 73.77   14.75   11.48    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      61

                                                                                                    TOTAL
  FEB.  P.BCH.  POLK    GLADES  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   43      11       1       0       0       0       0       0       0       0       0       0       0      55
  PCT. 78.18   20.00    1.82    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      55

                                                                                                    TOTAL
  MAR.  P.BCH.  CHARL.  LEVY    MARTIN  ALACH.  DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    COUNT
 COUNT   27       8       7       5       1       1       0       0       0       0       0       0       0      49
  PCT. 55.10   16.33   14.29   10.20    2.04    2.04    0.0     0.0     0.0     0.0     0.0     0.0     0.0      49

                                                                                                    TOTAL
  APR.  HIGH.   P.BCH.  FLAG.   MONROE  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     COUNT
 COUNT   20      12       3       2       0       0       0       0       0       0       0       0       0      37
  PCT. 54.05   32.43    8.11    5.41    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      37

                                                                                                    TOTAL
  MAY   HIGH.   ALACH.  FLAG.   N.JER.  VA.     P.BCH.  GA.     DADE    ORANGE  CLAY    ALA.    ARIZ.   ARK.    COUNT
 COUNT   27      22      18      14      14       9       7       7       4       3       0       0       0     125
  PCT. 21.60   17.60   14.40   11.20   11.20    7.20    5.60    5.60    3.20    2.40    0.0     0.0     0.0     125

                                                                                                    TOTAL
  JUNE  N.JER.  VA.     PA.     MD.     FLA.    P.BCH.  HERN.   MARTIN  OKEE.   ORANGE  HIGH.   ALA.    ARIZ.   COUNT
 COUNT  106      87      49      46      16      10       8       7       5       3       1       0       0     338
  PCT. 31.36   25.74   14.50   13.61    4.73    2.96    2.37    2.07    1.48    0.89    0.30    0.0     0.0     338

                                                                                                    TOTAL
  JULY  ALACH.  P.BCH.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    COUNT
 COUNT    9       5       0       0       0       0       0       0       0       0       0       0       0      14
  PCT. 64.29   35.71    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      14

                                                                                                    TOTAL
  AUG.  P.BCH.  DADE    MARTIN  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   24       4       2       0       0       0       0       0       0       0       0       0       0      30
  PCT. 80.00   13.33    6.67    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      30

                                                                                                    TOTAL
  SEPT  P.BCH.  MARTIN  DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   28      12       9       0       0       0       0       0       0       0       0       0       0      49
  PCT. 57.14   24.49   18.37    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      49

                                                                                                    TOTAL
  OCT.  P.BCH.  DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    COUNT
 COUNT   34       8       0       0       0       0       0       0       0       0       0       0       0      42
  PCT. 80.95   19.05    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      42

                                                                                                    TOTAL
  NOV.  P.BCH.  LAKE    LEE     OKEE.   COLL.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    COUNT
 COUNT   16       3       2       2       1       0       0       0       0       0       0       0       0      24
  PCT. 66.67   12.50    8.33    8.33    4.17    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      24

                                                                                                    TOTAL
  DEC.  P.BCH.  DADE    COLL.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   10       8       2       0       0       0       0       0       0       0       0       0       0      20
  PCT. 50.00   40.00   10.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      20
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TABLE XIX

MIGRATORY WORKER MOVEMENTS TABLES
FOR COLLIER COUNTY

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MIGRATORY WORKER MOVEMENTS
TABLES FOR COLLIER COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN COLLIER COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

                                                                                                      TOTAL
 JAN.  DADE    TEXAS   CITRUS  ORANGE  HILLS.  CHARL.  LAKE    MANAT.  ALA.    ARIZ.   ARK.    CALIF.  COL.     COUNT
COUNT    34      11       5       3       2       1       1       1       0       0       0       0       0       58
 PCT.  58.62   18.97    8.62    5.17    3.45    1.72    1.72    1.72    0.0     0.0     0.0     0.0     0.0      58

                                                                                                      TOTAL
 FEB.  MANAT.  DESOTA  GLADES  LEE     PASCO   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.     COUNT
COUNT     6       5       5       4       1       0       0       0       0       0       0       0       0       21
 PCT.  28.57   23.81   23.81   19.05    4.76    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      21

                                                                                                      TOTAL
 MAR.  HILLS.  DADE    ORANGE  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO    COUNT
COUNT     2       1       1       0       0       0       0       0       0       0       0       0       0        4
 PCT.  50.00   25.00   25.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       4

                                                                                                      TOTAL
 APR.  P.BCH.  LAKE    MANAT.  TEXAS   COLUM.  MONROE  N.JER.  POLK    ALA.    ARIZ.   ARK.    CALIF.  COL.     COUNT
COUNT    13      10      10       7       2       2       1       1       0       0       0       0       0       46
 PCT.  28.26   21.74   21.74   15.22    4.35    4.35    2.17    2.17    0.0     0.0     0.0     0.0     0.0      46

                                                                                                      TOTAL
 MAY   HARDEE  MICH.   S.CAR.  OHIO    DADE    N.JER.  MANAT.  LAKE    ALA.    ARIZ.   ARK.    CALIF.  COL.     COUNT
COUNT    20      15      15      10       7       4       3       2       0       0       0       0       0       76
 PCT.  26.32   19.74   19.74   13.16    9.21    5.26    3.95    2.63    0.0     0.0     0.0     0.0     0.0      76

                                                                                                      TOTAL
 JUNE  HILLS.  S.CAR.  MICH.   IND.    OHIO    MD.     N.CAR.  DADE    HARDEE  SARAS.  TEXAS   CHARL.  LEON     COUNT
COUNT    41      24      14      11      11      10       9       9       9       8       7       7       7      167
 PCT.  24.55   14.37    8.38    6.59    6.59    5.99    5.39    5.39    5.39    4.79    4.19    4.19    4.19     167

                                                                                                      TOTAL
 JULY  MICH.   GADSEN  LAKE    SARAS.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.      COUNT
COUNT     7       4       3       2       0       0       0       0       0       0       0       0       0       16
 PCT.  43.75   25.00   18.75   12.50    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      16

                                                                                                      TOTAL
 AUG.  DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    IND.     COUNT
COUNT     1       0       0       0       0       0       0       0       0       0       0       0       0        1
 PCT.100.00     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       1

                                                                                                      TOTAL
 OCT.  LAKE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    IND.     COUNT
COUNT     4       0       0       0       0       0       0       0       0       0       0       0       0        4
 PCT.100.00     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       4

                                                                                                      TOTAL
 NOV.  CHARL.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    IND.     COUNT
COUNT     2       0       0       0       0       0       0       0       0       0       0       0       0        2
 PCT.100.00     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       2

                                                                                                      TOTAL
 DEC.  DADE    HILLS.  MARION  POLK    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.      COUNT
COUNT    36       7       4       3       0       0       0       0       0       0       0       0       0       50
 PCT.  72.00   14.00    8.00    6.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      50
```

within Florida is to Dade, Hardee and Hillsborough counties. During May, the month of greatest movement, 25% of the persons leaving Collier county go to Hillsborough county. There is also a significant trend of movement to Dade County during November and December. With the exception of Hillsborough and Hardee most of the movement from Collier County is to other vegetable counties.

Most intrastate migration from Martin County is to one of the three bordering counties. Table XX indicates that during May, the month of greatest movement, 60% of the persons leaving Martin County went to one of the three surrounding counties--Palm Beach, Okeechobee, or St. Lucie.

The movement from St. Lucie county is similar to that of Martin County in that most of the migrations are confined to counties in the immediate vicinity. Table XXI shows that the majority of movement from St. Lucie is to Martin. The need for coordination of educational programs between these two counties is obvious from the trends of movement which have been discussed.

The majority of migratory families which leave Hillsborough travel to either the surrounding counties or south to either Collier County or Dade County. These two patterns of movement which are shown in Table XXII are a result of an almost equal amount of vegetable and citrus activity within the county. The migrants who travel south to the vegetable counties are most likely Spanish-Americans whereas the persons who move to nearby counties are probably Negro.

The patterns of movement from Lake County during the months of

TABLE XX

MIGRATORY WORKER MOVEMENTS TABLES
FOR MARTIN COUNTY

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MIGRATORY WORKER MOVEMENTS
TABLES FOR MARTIN COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN MARTIN COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

                                                                                    TOTAL
  JAN.  P.BCH.  ST.LUC  OKEE.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   11      11      5       0       0       0       0       0       0       0       0       0       0      27
  PCT. 40.74   40.74   18.52   0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      27

                                                                                    TOTAL
  FEB.  P.BCH.  OKEE.   V.ISL.  BRAD.   IND.R.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    COUNT
 COUNT   15      9       4       1       1       0       0       0       0       0       0       0       0      30
  PCT. 50.00   30.00   13.33   3.33    3.33    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      30

                                                                                    TOTAL
  MAR.  ST.LUC  P.BCH.  OKEE.   LA.     DADE    C.AMER  R.ISL.  CHARL.  ALA.    ARIZ.   ARK.    CALIF.  COL.    COUNT
 COUNT   12      11      10      8       8       6       5       2       0       0       0       0       0      62
  PCT. 19.35   17.74   16.13   12.90   12.90   9.68    8.06    3.23    0.0     0.0     0.0     0.0     0.0      62

                                                                                    TOTAL
  APR.  OKEE.   ST.LUC  GA.     P.BCH.  DIXIE   P.RICO  NASSAU  BROW.   POLK    ALA.    ARIZ.   ARK.    CALIF.  COUNT
 COUNT   21      18      11      8       5       4       4       2       2       0       0       0       0      75
  PCT. 28.00   24.00   14.67   10.67   6.67    5.33    5.33    2.67    2.67    0.0     0.0     0.0     0.0      75

                                                                                    TOTAL
  MAY   OKEE.   GADSEN  ST.LUC  P.BCH.  N.JER.  OAKL.   JEFF.   IND.R.  ALA.    ARIZ.   ARK.    CALIF.  COL.    COUNT
 COUNT   17      14      14      10      6       5       4       1       0       0       0       0       0      71
  PCT. 23.94   19.72   19.72   14.08   8.45    7.04    5.63    1.41    0.0     0.0     0.0     0.0     0.0      71

                                                                                    TOTAL
  JUNE  P.BCH.  ST.LUC  OKEE.   BROW.   DADE    MISS.   MANAT.  GA.     LEON    BREV.   ORANGE  ALA.    DESOTA  COUNT
 COUNT   48      45      18      12      12      10      10      8       7       6       5       4       4      189
  PCT. 25.40   23.81   9.52    6.35    6.35    5.29    5.29    4.23    3.70    3.17    2.65    2.12    2.12     189

                                                                                    TOTAL
  JULY  TEXAS   P.BCH.  ORANGE  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   9       6       4       0       0       0       0       0       0       0       0       0       0      19
  PCT. 47.37   31.58   21.05   0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      19

                                                                                    TOTAL
  AUG.  OKEE.   P.BCH.  ST.LUC  CHARL.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     COUNT
 COUNT   10      6       4       2       0       0       0       0       0       0       0       0       0      22
  PCT. 45.45   27.27   18.18   9.09    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      22

                                                                                    TOTAL
  SEPT  P.BCH.  OKEE.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    COUNT
 COUNT   9       5       0       0       0       0       0       0       0       0       0       0       0      14
  PCT. 64.29   35.71   0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      14

                                                                                    TOTAL
  OCT.  HIGH.   P.BCH.  BROW.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   12      8       7       0       0       0       0       0       0       0       0       0       0      27
  PCT. 44.44   29.63   25.93   0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      27

                                                                                    TOTAL
  NOV.  OSCEO.  P.BCH.  ST.LUC  WIS.    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     COUNT
 COUNT   9       9       7       2       0       0       0       0       0       0       0       0       0      27
  PCT. 33.33   33.33   25.93   7.41    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      27

                                                                                    TOTAL
  DEC.  ST.LUC  OKEE.   BROW.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
 COUNT   9       4       2       0       0       0       0       0       0       0       0       0       0      15
  PCT. 60.00   26.67   13.33   0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      15
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TABLE XXI

MIGRATORY WORKER MOVEMENTS TABLES FOR ST. LUCIE COUNTY

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MIGRATORY WORKER MOVEMENTS
TABLES FOR ST. LUCIE COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN ST. LUCIE COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

  JAN.  MARTIN  ORANGE  BROW.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   TOTAL
 COUNT    23      5       1       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 79.31   17.24    3.45    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      29
                                                                                                                 29

  FEB.  P.BCH.  MARTIN  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    TOTAL
 COUNT    5       3       0       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 62.50   37.50    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       8
                                                                                                                  8

  MAR,  MARTIN  MANAT.  VOLUS.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   TOTAL
 COUNT    20      4       1       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT, 80.00   16.00    4.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      25
                                                                                                                 25

  APR.  OSCEO.  MARTIN  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    TOTAL
 COUNT    6       2       0       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 75.00   25.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       8
                                                                                                                  8

  JUNE  MARTIN  OKEE.   P.BCH.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   TOTAL
 COUNT    8       6       3       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 47.06   35.29   17.65    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      17
                                                                                                                 17

  JULY  MARTIN  PASCO   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    TOTAL
 COUNT    7       1       0       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 87.50   12.50    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       8
                                                                                                                  8

  AUG.  MARTIN  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    IND.    TOTAL
 COUNT    9       0       0       0       0       0       0       0       0       0       0       0       0     COUNT
 PCT.100.00     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       9
                                                                                                                  9

  SEPT  MARTIN  OKEE.   P.BCH.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   TOTAL
 COUNT    14      7       6       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 51.85   25.93   22.22    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      27
                                                                                                                 27

  OCT.  MARTIN  P.BCH.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    TOTAL
 COUNT    14      6       0       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 70.00   30.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      20
                                                                                                                 20

  NOV.  LAKE    MARTIN  GLADES  FLA.    P.BCH.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    GA.     TOTAL
 COUNT    11      10      5       2       1       0       0       0       0       0       0       0       0     COUNT
  PCT. 37.93   34.48   17.24    6.90    3.45    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      29
                                                                                                                 29

  DEC.  P.BCH.  LAKE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    TOTAL
 COUNT    12      2       0       0       0       0       0       0       0       0       0       0       0     COUNT
  PCT. 85.71   14.29    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      14
                                                                                                                 14
```

TABLE XXII

MIGRATORY WORKER MOVEMENTS TABLES FOR HILLSBOROUGH COUNTY

MIGRATORY WORKER MOVEMENTS
TABLES FOR HILLSBOROUGH COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN HILLSBOROUGH COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	PASCO	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT
COUNT	39	5	0	0	0	0	0	0	0	0	0	0	0	44
PCT.	88.64	11.36	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44

FEB.	HARDEE	DADE	P.BCH.	COLL.	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	22	6	4	2	1	0	0	0	0	0	0	0	0	35
PCT.	62.86	17.14	11.43	5.71	2.86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35

MAR.	MANAT.	POLK	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT
COUNT	6	3	0	0	0	0	0	0	0	0	0	0	0	9
PCT.	66.67	33.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9

APR.	ST.JHN	DESOTA	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	8	6	2	0	0	0	0	0	0	0	0	0	0	16
PCT.	50.00	37.50	12.50	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16

MAY	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	2	0	0	0	0	0	0	0	0	0	0	0	0	2
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2

JUNE	MISS.	IND.	GA.	MICH.	S.CAR.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	43	22	5	4	3	0	0	0	0	0	0	0	0	77
PCT.	55.84	28.57	6.49	5.19	3.90	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	77

JULY	COLL.	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT
COUNT	13	1	0	0	0	0	0	0	0	0	0	0	0	14
PCT.	92.86	7.14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14

AUG.	COLL.	COLUM.	VA.	JACK.	MANAT.	PA.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	10	8	5	3	3	1	0	0	0	0	0	0	0	30
PCT.	33.33	26.67	16.67	10.00	10.00	3.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	30

SEPT	COLL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	16	0	0	0	0	0	0	0	0	0	0	0	0	16
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16

OCT.	BROW.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	2	0	0	0	0	0	0	0	0	0	0	0	0	2
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2

NOV.	COLL.	MANAT.	LEE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	8	5	1	0	0	0	0	0	0	0	0	0	0	14
PCT.	57.14	35.71	7.14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14

DEC.	DADE	BROW.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT

greatest migration are usually confined to the central region. Table XXIII shows that there is limited movement, however, to such counties as Broward, Palm Beach and Collier in the southern region.

The majority of movement from Orange County during the months of greatest migration was to Polk, Lake and Osceola counties. Table XXIV indicates that the only month in which there is movement outside of the central region is August during which time 56% of the movement is to Sarasota and Palm Beach Counties.

As shown in Table XXV , most of the intrastate movement from Manatee is to vegetable counties in the southern region. The limited amount of movement to citrus areas is confined to nearby counties such as Hardee, DeSoto and Hillsborough. Most of the heavy movement during April and May is to Dade, Collier and Sarasota Counties.

Most of the intrastate movement from Hardee County is limited to the early part of the year (February-May). During this time, as shown in Table XXVI , the movement is almost equally split between citrus and vegetable counties. As was the case in Hillsborough County, this situation is a result of an almost equal balance between citrus and vegetable activity. Indicative of this dual drop is the migration during February at which time 57% of persons moved to Palm Beach County and 43% moved to Polk County.

Some definite trends of intrastate movement have evolved from the data examined by this survey. Much of the movement within Florida is between counties which are either bordering each other or in the same general area. Moves of greater distance are usually

TABLE XXIII

MIGRATORY WORKER MOVEMENTS TABLES
FOR LAKE COUNTY

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MIGRATORY WORKER MOVEMENTS
TABLES FOR LAKE COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN LAKE COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

 JAN.   POLK   HARDEE  ST.JHN  CHARL.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     TOTAL
COUNT     7       5       2       1       0       0       0       0       0       0       0       0       0     COUNT
 PCT.  46.67   33.33   13.33    6.67    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      15
                                                                                                                  15

 FEB.  ORANGE  VOLUS.  GLADES  CHARL.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     TOTAL
COUNT    17      16       9       1       0       0       0       0       0       0       0       0       0     COUNT
 PCT.  39.53   37.21   20.93    2.33    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      43
                                                                                                                  43

 MAR.  BROW.   OSCEO.  VOLUS.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   TOTAL
COUNT     6       6       2       0       0       0       0       0       0       0       0       0       0     COUNT
 PCT.  42.86   42.86   14.29    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      14
                                                                                                                  14

 APR.  P.BCH.  POLK    GLADES  OKEE.   COLL.   DESOTA  LEE     ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   TOTAL
COUNT    11       8       6       4       3       3       2       0       0       0       0       0       0     COUNT
 PCT.  29.73   21.62   16.22   10.81    8.11    8.11    5.41    0.0     0.0     0.0     0.0     0.0     0.0      37
                                                                                                                  37

 MAY   COLL.   JACK.   POLK    GLADES  HIGH.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    TOTAL
COUNT    10       8       8       4       3       0       0       0       0       0       0       0       0     COUNT
 PCT.  30.30   24.24   24.24   12.12    9.09    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      33
                                                                                                                  33

 JUNE  COLL.   SARAS.  DADE    CHARL.  ORANGE  OKEE.   BROW.   ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   TOTAL
COUNT     7       7       6       5       5       4       3       0       0       0       0       0       0     COUNT
 PCT.  18.92   18.92   16.22   13.51   13.51   10.81    8.11    0.0     0.0     0.0     0.0     0.0     0.0      37
                                                                                                                  37

 JULY  DEL.    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   FLA.    GA.     IDAHO   ILL.    IND.    IOWA    TOTAL
COUNT     1       0       0       0       0       0       0       0       0       0       0       0       0     COUNT
 PCT.100.00     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       1
                                                                                                                   1

 AUG.  ORANGE  COLL.   N.YORK  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   TOTAL
COUNT    11       5       4       0       0       0       0       0       0       0       0       0       0     COUNT
 PCT.  55.00   25.00   20.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      20
                                                                                                                  20

 SEPT  ORANGE  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    IND.    TOTAL
COUNT     9       0       0       0       0       0       0       0       0       0       0       0       0     COUNT
 PCT.100.00     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       9
                                                                                                                   9

 NOV.  P.BCH.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    IND.    TOTAL
COUNT     1       0       0       0       0       0       0       0       0       0       0       0       0     COUNT
 PCT.100.00     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       1
                                                                                                                   1
```

TABLE XXIV

MIGRATORY WORKER MOVEMENTS TABLES
FOR ORANGE COUNTY

MIGRATORY WORKER MOVEMENTS
TABLES FOR ORANGE COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN ORANGE COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	OSCEO.	LAKE	DADE	P.BCH.	GLADES	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	9	6	4	3	2	0	0	0	0	0	0	0	0	24
PCT.	37.50	25.00	16.67	12.50	8.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	24
FEB.	LAKE	OSCEO.	HENDRY	P.BCH.	BAY	BREV.	FLA.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	22	15	5	4	2	2	1	0	0	0	0	0	0	51
PCT.	43.14	29.41	9.80	7.84	3.92	3.92	1.96	0.0	0.0	0.0	0.0	0.0	0.0	51
MAR.	POLK	LAKE	OSCEO.	DADE	HENDRY	VOLUS.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	9	8	8	4	3	3	0	0	0	0	0	0	0	35
PCT.	25.71	22.86	22.86	11.43	8.57	8.57	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35
APR.	BREV.	PASCO	HENDRY	OSCEO.	ST.JHN	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	8	4	2	2	1	0	0	0	0	0	0	0	0	17
PCT.	47.06	23.53	11.76	11.76	5.88	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17
MAY	MARTIN	COLL.	LEVY	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	9	6	4	0	0	0	0	0	0	0	0	0	0	19
PCT.	47.37	31.58	21.05	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19
JUNE	HOLMES	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	12	0	0	0	0	0	0	0	0	0	0	0	0	12
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12
JULY	N.YORK	OSCEO.	VA.	S.CAR.	BROW.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	8	5	4	2	1	0	0	0	0	0	0	0	0	20
PCT.	40.00	25.00	20.00	10.00	5.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20
AUG.	SARAS.	P.BCH.	PA.	WALTON	N.YORK	BROW.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	13	6	5	5	4	1	0	0	0	0	0	0	0	34
PCT.	38.24	17.65	14.71	14.71	11.76	2.94	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34
SEPT	LAKE	MANAT.	SEMIN.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	5	5	4	0	0	0	0	0	0	0	0	0	0	14
PCT.	35.71	35.71	28.57	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14
OCT.	POLK	LAKE	BROW.	SEMIN.	COLL.	HILLS.	P.BCH.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	7	4	3	2	1	1	1	0	0	0	0	0	0	19
PCT.	36.84	21.05	15.79	10.53	5.26	5.26	5.26	0.0	0.0	0.0	0.0	0.0	0.0	19
NOV.	OSCEO.	SEMIN.	POLK	DADE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	11	6	4	2	0	0	0	0	0	0	0	0	0	23
PCT.	47.83	26.09	17.39	8.70	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23
DEC.	OSCEO.	LAKE	MARTIN	ST.LUC	BROW.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	15	6	5	5	1	0	0	0	0	0	0	0	0	32
PCT.	46.88	18.75	15.62	15.62	3.12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	32

TABLE XXV

MIGRATORY WORKER MOVEMENTS TABLES
FOR MANATEE COUNTY

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MIGRATORY WORKER MOVEMENTS
TABLES FOR MANATEE COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN MANATEE COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

                                                                                               TOTAL
 JAN.  LEE     ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    IND.    COUNT
COUNT     5       0       0       0       0       0       0       0       0       0       0       0       0      5
 PCT.100.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       5

                                                                                               TOTAL
 FEB.  HARDEE  DESOTA  DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
COUNT     9       5       1       0       0       0       0       0       0       0       0       0       0     15
 PCT. 60.00   33.33    6.67    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      15

                                                                                               TOTAL
 APR.  DADE    HIGH.   LEE     ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
COUNT    10       9       2       0       0       0       0       0       0       0       0       0       0     21
 PCT. 47.62   42.86    9.52    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      21

                                                                                               TOTAL
 MAY   SARAS.  COLL.   LEE     ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
COUNT     5       2       2       0       0       0       0       0       0       0       0       0       0      9
 PCT. 55.56   22.22   22.22    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       9

                                                                                               TOTAL
 JUNE  HILLS.  DADE    COLL.   PASCO   TENN.   BROW.   LAKE    LEE     ALA.    ARIZ.   ARK.    CALIF.  COL.    COUNT
COUNT     8       5       3       2       1       1       1       1       0       0       0       0       0     22
 PCT. 36.36   22.73   13.64    9.09    4.55    4.55    4.55    4.55    0.0     0.0     0.0     0.0     0.0      22

                                                                                               TOTAL
 JULY  MD.     P.RICO  DADE    SARAS.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     COUNT
COUNT     6       1       1       1       0       0       0       0       0       0       0       0       0      9
 PCT. 66.67   11.11   11.11   11.11    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0       9

                                                                                               TOTAL
 AUG.  OHIO    ORANGE  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    COUNT
COUNT     6       5       0       0       0       0       0       0       0       0       0       0       0     11
 PCT. 54.55   45.45    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      11

                                                                                               TOTAL
 SEPT  MARTIN  P.BCH.  DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
COUNT    10       9       1       0       0       0       0       0       0       0       0       0       0     20
 PCT. 50.00   45.00    5.00    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      20

                                                                                               TOTAL
 OCT.  HILLS.  SARAS.  HENDRY  P.BCH.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     COUNT
COUNT     8       8       3       3       0       0       0       0       0       0       0       0       0     22
 PCT. 36.36   36.36   13.64   13.64    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      22

                                                                                               TOTAL
 NOV.  LEE     DADE    ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   ILL.    COUNT
COUNT    10       1       0       0       0       0       0       0       0       0       0       0       0     11
 PCT. 90.91    9.09    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      11

                                                                                               TOTAL
 DEC.  DADE    LEE     HILLS.  ALA.    ARIZ.   ARK.    CALIF.  COL.    CONN.   DEL.    FLA.    GA.     IDAHO   COUNT
COUNT     5       5       1       0       0       0       0       0       0       0       0       0       0     11
 PCT. 45.45   45.45    9.09    0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0     0.0      11
```

TABLE XXVI

MIGRATORY WORKER MOVEMENTS TABLES
FOR HARDEE COUNTY

MIGRATORY WORKER MOVEMENTS
TABLES FOR HARDEE COUNTY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN HARDEE COUNTY
ONE MONTH PRIOR TO EACH MONTH LISTED

FEB.	P.BCH.	POLK	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT
COUNT	12	9	0	0	0	0	0	0	0	0	0	0	0	21
PCT.	57.14	42.86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21

MAR.	OKEE.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	10	0	0	0	0	0	0	0	0	0	0	0	0	10
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10

APR.	COLL.	MICH.	MANAT.	OSCEO.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	9	5	5	5	0	0	0	0	0	0	0	0	0	24
PCT.	37.50	20.83	20.83	20.83	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	24

MAY	MICH.	DADE	OHIO	N.CAR.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	12	10	9	8	0	0	0	0	0	0	0	0	0	39
PCT.	30.77	25.64	23.08	20.51	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	39

JUNE	MICH.	OHIO	LEE	UNION	IND.	DADE	HILLS.	PASCO	COLL.	TEXAS	ALA.	ARIZ.	ARK.	TOTAL COUNT
COUNT	43	22	14	11	10	8	7	7	6	2	0	0	0	130
PCT.	33.08	16.92	10.77	8.46	7.69	6.15	5.38	5.38	4.62	1.54	0.0	0.0	0.0	130

JULY	MICH.	OHIO	ILL.	IND.	MISS.	COLL.	VA.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	49	34	11	11	4	4	3	0	0	0	0	0	0	116
PCT.	42.24	29.31	9.48	9.48	3.45	3.45	2.59	0.0	0.0	0.0	0.0	0.0	0.0	116

AUG.	OHIO	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	8	0	0	0	0	0	0	0	0	0	0	0	0	8
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8

NOV.	COLL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	4	0	0	0	0	0	0	0	0	0	0	0	0	4
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4

DEC.	LEE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	3	0	0	0	0	0	0	0	0	0	0	0	0	3
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3

between counties which have similar crops. While these trends supply a general picture of intrastate migration, they do not answer specific questions regarding movement. The reader who is interested in flow patterns in a definite area or between two specific counties is referred to tables XV through XXVI or appendices through .

Interstate flow patterns of the Florida migratory family. Each year during the months of April, May, and June approximately 90% of the persons who spent the winter in Florida start migrating north in search of summer employment. To illustrate the general flow patterns of the migratory family from Florida the United States has been divided into seven major regions. Figure 21 shows the general trends of movement from Florida during the month of April. Notice that the largest number (34%) of those leaving Florida went to region 3, the Northeast. Twenty-five percent of the movement was to region 2, the Southeast, and 12% went to region 4, the near Midwest.

The patterns of migration during May, the month of heaviest movement are shown in figure 20. The major difference in the May movement is that a larger percentage (21%) choose the near Midwest as their destination. Notice in figures 21 and 22 that approximately 9% of the movement from Florida during April and May is to region 6, the Southwest. Figure 23 indicates that more than half (51%) the persons leaving Florida during June go to region 3, the Northeast. At the same time, there is a noticeable decrease in movement to region 2, the Southeast. Twenty-three percent of the persons moving choose

FIGURE 21

REGIONAL TRENDS OF MOVEMENT FROM FLORIDA DURING THE MONTH OF APRIL.

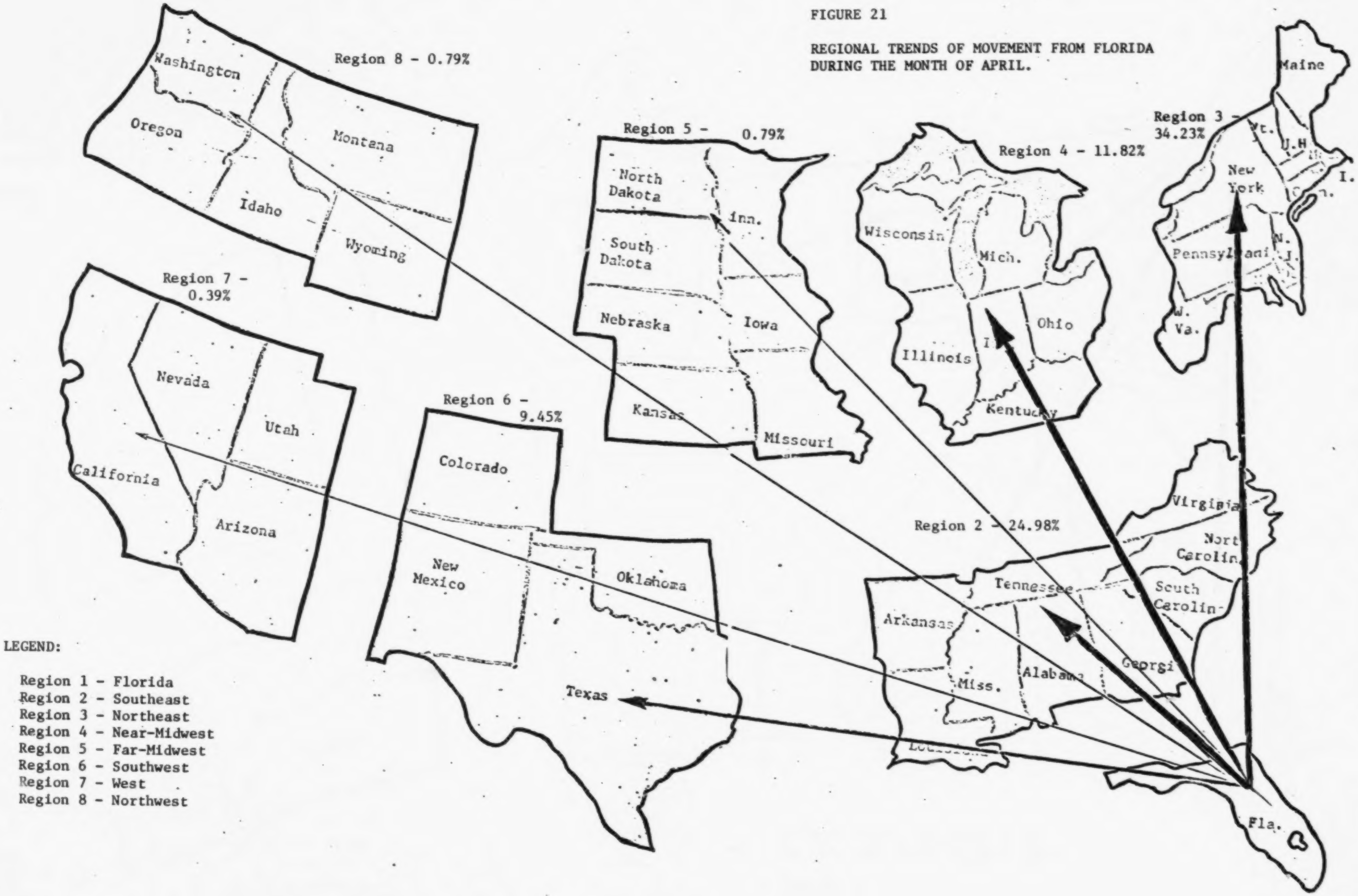

Region 8 - 0.79%
Washington
Oregon
Idaho
Montana
Wyoming
Region 7 - 0.39%
Nevada
Utah
California
Arizona
Region 6 - 9.45%
Colorado
New Mexico
Oklahoma
Texas
Region 5 - 0.79%
North Dakota
South Dakota
Nebraska
Kansas
Iowa
Missouri
Minn.
Region 4 - 11.82%
Wisconsin
Mich.
Illinois
Ind.
Ohio
Kentucky
Region 3 - 34.23%
Maine
Vt.
N.H.
New York
Conn.
R.I.
N.J.
Pennsylvania
W. Va.
Region 2 - 24.98%
Virginia
North Carolina
South Carolina
Tennessee
Arkansas
Miss.
Alabama
Georgia
Louisiana
Fla.
LEGEND:
Region 1 - Florida
Region 2 - Southeast
Region 3 - Northeast
Region 4 - Near-Midwest
Region 5 - Far-Midwest
Region 6 - Southwest
Region 7 - West
Region 8 - Northwest

FIGURE 22

REGIONAL TRENDS OF MOVEMENT FROM FLORIDA DURING THE MONTH OF MAY

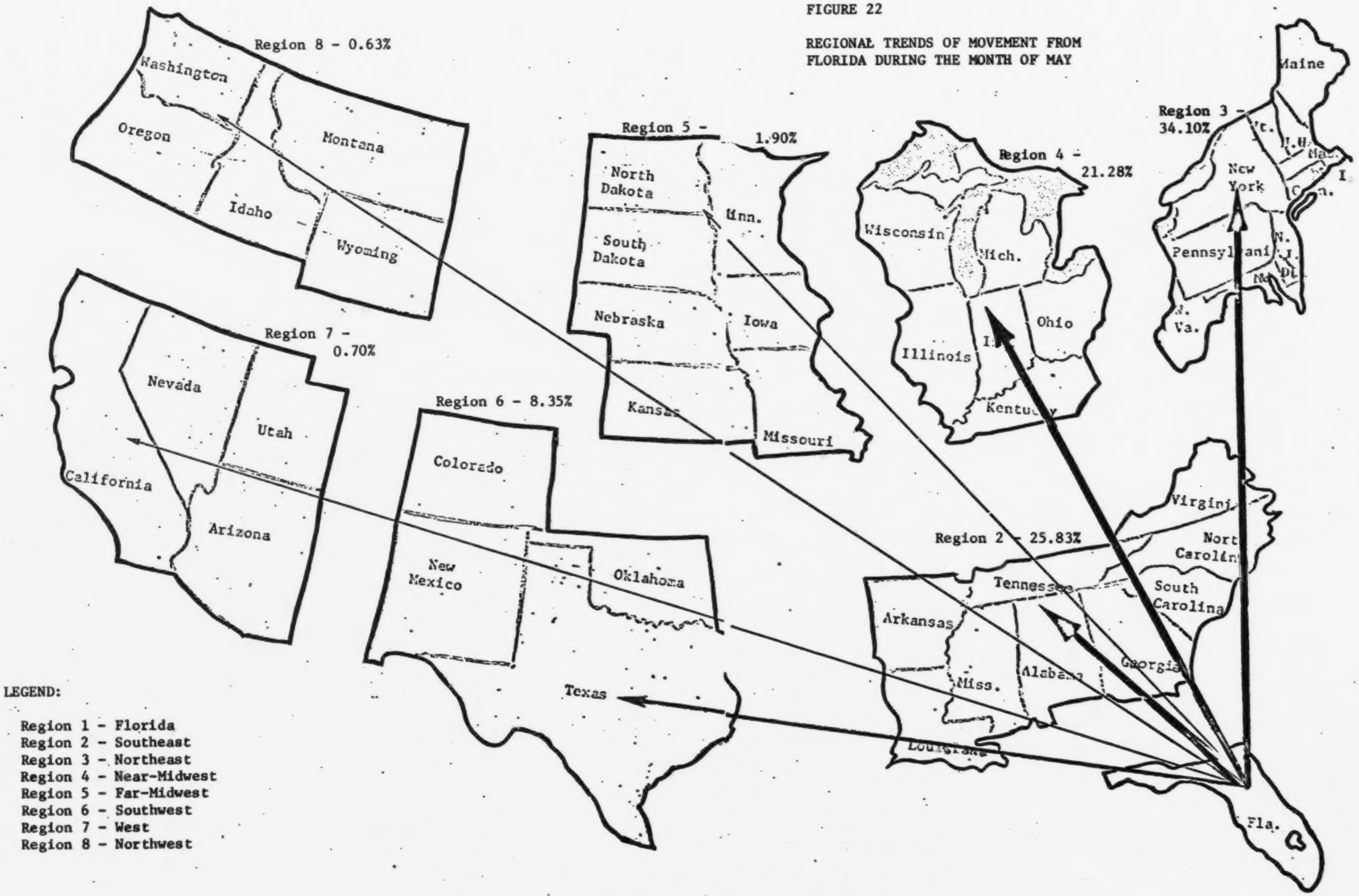
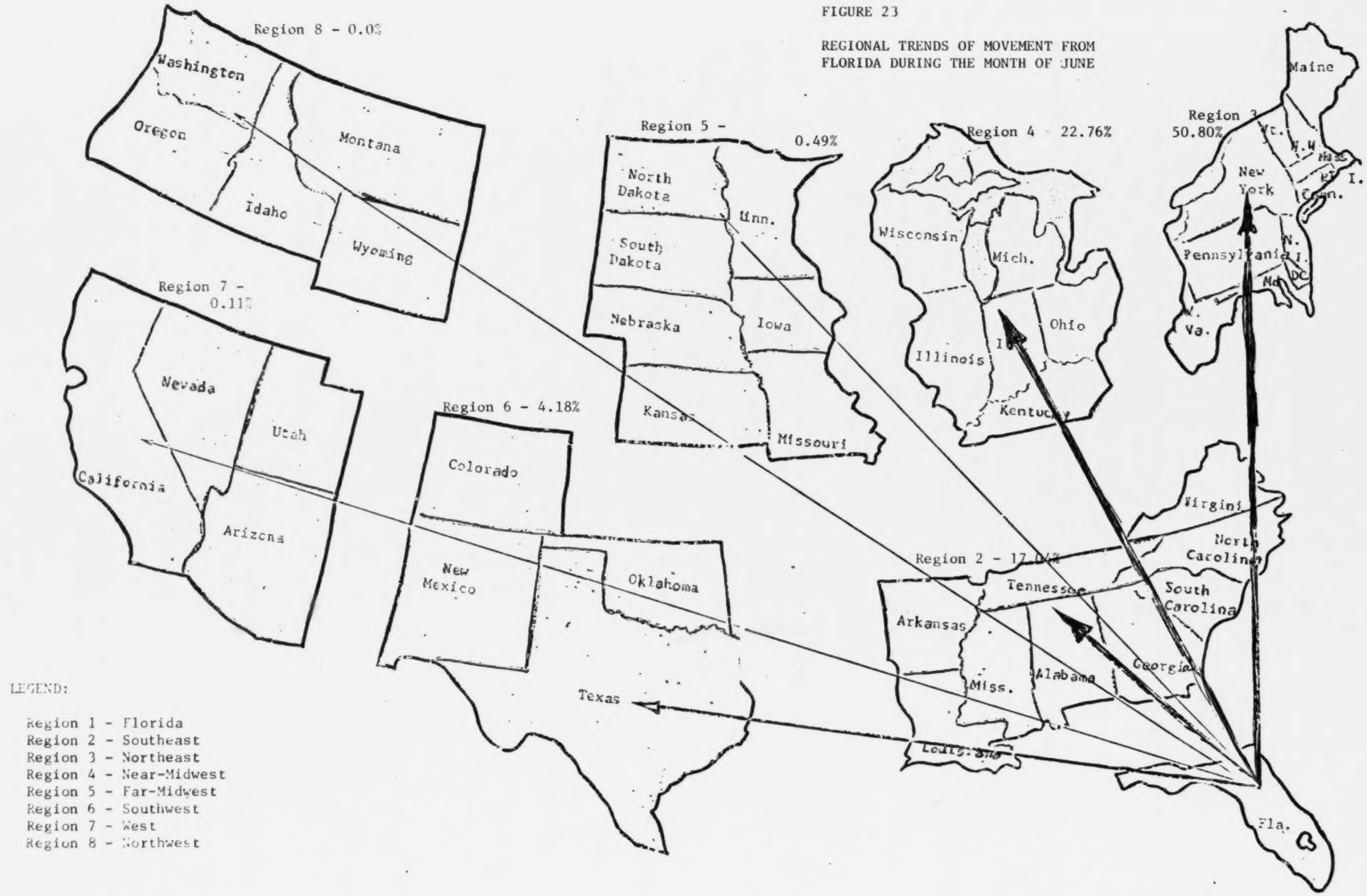

Region 8 - 0.63%
Washington
Oregon
Montana
Idaho
Wyoming
Region 7 - 0.70%
Nevada
Utah
California
Arizona
Region 6 - 8.35%
Colorado
New Mexico
Oklahoma
Texas
Region 5 - 1.90%
North Dakota
South Dakota
Minn.
Nebraska
Iowa
Kansas
Missouri
Region 4 - 21.28%
Wisconsin
Mich.
Illinois
Ohio
Kentucky
Region 3 - 34.10%
Maine
Vt.
N.H.
New York
Pennsylvani
N.J.
Va.
Region 2 - 25.83%
Virgini
North Carolina
South Carolina
Tennessee
Arkansas
Miss.
Alabama
Georgia
Louisiana
Fla.
LEGEND:
Region 1 - Florida
Region 2 - Southeast
Region 3 - Northeast
Region 4 - Near-Midwest
Region 5 - Far-Midwest
Region 6 - Southwest
Region 7 - West
Region 8 - Northwest

FIGURE 23

REGIONAL TRENDS OF MOVEMENT FROM FLORIDA DURING THE MONTH OF JUNE


Region 8 - 0.0%
Washington
Oregon
Idaho
Montana
Wyoming
Region 7 - 0.11%
California
Nevada
Utah
Arizona
Region 6 - 4.18%
Colorado
New Mexico
Oklahoma
Texas
Region 5 - 0.49%
North Dakota
South Dakota
Nebraska
Kansas
Minn.
Iowa
Missouri
Region 4 - 22.76%
Wisconsin
Mich.
Illinois
Ind.
Ohio
Kentucky
Region 3 50.80%
Maine
Vt.
N.H.
Mass.
R.I.
Conn.
New York
N.J.
Pennsylvania
Md.
DC
Va.
Region 2 - 17.04%
Virginia
North Carolina
South Carolina
Tennessee
Georgia
Alabama
Miss.
Arkansas
Louisiana
Fla.
LEGEND:
Region 1 - Florida
Region 2 - Southeast
Region 3 - Northeast
Region 4 - Near-Midwest
Region 5 - Far-Midwest
Region 6 - Southwest
Region 7 - West
Region 8 - Northwest

region 4, the near Midwest.

The regional trends of movement which are shown in figures 21 to 23 clearly indicate that the majority of the movement from Florida during the late spring exodus is confined to the Northeast, Southeast, and near Midwest.* The movement to Florida from the two largest states in each of these three regions is the final concern of this chapter. The patterns of migration which evolve between these six states and certain Florida counties shculd be of value in coordinating educational programs for the migratory child.

The patterns of movement from the Northeast are clear in Table which indicates that most of the persons who spend the summer and early fall in New York return to three major citrus counties (Polk, Orange and Seminole). There is a limited amount of migration to Broward and Palm Beach counties. In direct contrast to the patterns of movement from New York are the migrations from New Jersey. Notice that the destinations of persons leaving this state are three of the major vegetable counties (Broward, Palm Beach and Dade) in the southern region of Florida.

Tables XXVII and XXVIII show the movement patterns from the two largest states in the near Midwest. Note that the majority of movement from Ohio is to Dade, Collier and Palm Beach counties. With the exception

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*The regional movement from Florida for each month of the year can be seen in Appendix .

TABLE XXVII

MIGRATORY WORKER MOVEMENTS TABLES
FOR NEW YORK STATE

MIGRATORY WORKER MOVEMENTS
TABLES FOR NEW YORK
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN NEW YORK
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	ORANGE	P.BCH.	MANAT.	SARAS.	TEXAS	HARDEE	ST.JHN	LAKE	COLL.	DADE	ST.LUC	ALA.	ARIZ.	TOTAL COUNT
COUNT	39	13	12	9	6	5	5	4	3	1	1	0	0	98
PCT.	39.80	13.27	12.24	9.18	6.12	5.10	5.10	4.08	3.06	1.02	1.02	0.0	0.0	98

FEB.	ORANGE	MARTIN	BROW.	DADE	P.BCH.	GLADES	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	12	6	4	4	2	1	0	0	0	0	0	0	0	29
PCT.	41.38	20.69	13.79	13.79	6.90	3.45	0.0	0.0	0.0	0.0	0.0	0.0	0.0	29

MAR.	CHARL.	MANAT.	POLK	FLA.	DADE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	GA.	TOTAL COUNT
COUNT	5	4	4	1	1	0	0	0	0	0	0	0	0	15
PCT.	33.33	26.67	26.67	6.67	6.67	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15

APR.	OSCEO.	ST.JHN	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	10	6	3	0	0	0	0	0	0	0	0	0	0	19
PCT.	52.63	31.58	15.79	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19

MAY	MISS.	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT
COUNT	5	2	0	0	0	0	0	0	0	0	0	0	0	7
PCT.	71.43	28.57	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7

JUNE	N.JER.	P.RICO	VA.	MICH.	TEXAS	ORANGE	LAKE	ALA.	S.CAR.	ARIZ.	ARK.	CALIF.	COL.	TOTAL COUNT
COUNT	35	24	17	12	8	6	3	2	1	0	0	0	0	108
PCT.	32.41	22.22	15.74	11.11	7.41	5.56	2.78	1.85	0.93	0.0	0.0	0.0	0.0	108

JULY	P.RICO	ORANGE	VA.	DEL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	10	5	3	1	0	0	0	0	0	0	0	0	0	19
PCT.	52.63	26.32	15.79	5.26	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19

AUG.	N.JER.	MD.	MICH.	ALA.	OHIO	DEL.	ORANGE	VOLUS.	COLL.	P.BCH.	PASCO	ST.LUC	S.CAR.	TOTAL COUNT
COUNT	33	22	13	10	10	9	9	9	7	7	7	6	5	147
PCT.	22.45	14.97	8.84	6.80	6.80	6.12	6.12	6.12	4.76	4.76	4.76	4.08	3.40	147

SEPT	SEMIN.	ORANGE	P.BCH.	BROW.	POLK	FLA.	ST.LUC	N.JER.	PA.	MARION	COLL.	MICH.	BREV.	TOTAL COUNT
COUNT	299	142	117	113	39	38	38	27	26	25	20	17	12	913
PCT.	32.75	15.55	12.81	12.38	4.27	4.16	4.16	2.96	2.85	2.74	2.19	1.86	1.31	913

OCT.	P.BCH.	ORANGE	BROW.	SEMIN.	POLK	ST.LUC	HIGH.	DADE	TEXAS	ST.JHN	HENORY	LAKE	CHARL.	TOTAL COUNT
COUNT	168	107	83	81	73	53	51	30	27	27	25	22	21	768
PCT.	21.88	13.93	10.81	10.55	9.51	6.90	6.64	3.91	3.52	3.52	3.26	2.86	2.73	768

NOV.	POLK	ORANGE	P.BCH.	BROW.	ST.LUC	MANAT.	ST.JHN	SEMIN.	CHARL.	DESOTA	PASCO	LAKE	COLL.	TOTAL COUNT
COUNT	932	369	162	119	111	95	77	70	57	56	50	46	42	2186
PCT.	42.63	16.88	7.41	5.44	5.08	4.35	3.52	3.20	2.61	2.56	2.29	2.10	1.92	2186

DEC.	POLK	ORANGE	ST.LUC	MANAT.	P.BCH.	LAKE	MARION	SEMIN.	DESOTA	CHARL.	FLA.	GADSEN	ST.JHN	TOTAL COUNT
COUNT	271	97	95	83	60	52	40	33	25	23	22	20	16	837
PCT.	32.38	11.59	11.35	9.92	7.17	6.21	4.78	3.94	2.99	2.75	2.63	2.39	1.91	837

TABLE XXVIII

MIGRATORY WORKER MOVEMENTS TABLES FOR NEW JERSEY

MIGRATORY WORKER MOVEMENTS
TABLES FOR NEW JERSEY
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN NEW JERSEY
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	P.BCH.	DADE	BROW.	COLL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	18	6	2	2	0	0	0	0	0	0	0	0	0	28
PCT.	64.29	21.43	7.14	7.14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	28

FEB.	BROW.	DADE	P.BCH.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	25	4	1	0	0	0	0	0	0	0	0	0	0	30
PCT.	83.33	13.33	3.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	30

MAR.	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	1	0	0	0	0	0	0	0	0	0	0	0	0	1
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1

APR.	ST.JHN	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	3	0	0	0	0	0	0	0	0	0	0	0	0	3
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3

MAY	N.YORK	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	1	0	0	0	0	0	0	0	0	0	0	0	0	1
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1

JUNE	P.RICO	N.YORK	N.CAR.	MASS.	N.HAMP	HILLS.	P.BCH.	MICH.	BROW.	CONN.	GA.	TEXAS	S.CAR.	TOTAL COUNT
COUNT	44	14	10	9	7	7	7	6	6	4	4	4	2	124
PCT.	35.48	11.29	8.06	7.26	5.65	5.65	5.65	4.84	4.84	3.23	3.23	3.23	1.61	124

JULY	N.YORK	MD.	VA.	PA.	ALACH.	MAINE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	32	20	5	4	4	1	0	0	0	0	0	0	0	66
PCT.	48.48	30.30	7.58	6.06	6.06	1.52	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66

AUG.	N.YORK	MD.	BROW.	P.BCH.	P.RICO	S.CAR.	PA.	CHARL.	FLA.	W. VA.	MANAT.	CONN.	OHIO	TOTAL COUNT
COUNT	59	17	16	16	14	10	8	8	7	7	6	5	5	178
PCT.	33.15	9.55	8.99	8.99	7.87	5.62	4.49	4.49	3.93	3.93	3.37	2.81	2.81	178

SEPT	BROW.	P.BCH.	SEMIN.	DADE	N.YORK	HENDRY	COLL.	MD.	ST.LUC	ORANGE	ILL.	TEXAS	VA.	TOTAL COUNT
COUNT	499	189	102	56	36	26	23	10	10	8	7	6	6	978
PCT.	51.02	19.33	10.43	5.73	3.68	2.66	2.35	1.02	1.02	0.82	0.72	0.61	0.61	978

OCT.	BROW.	P.BCH.	DADE	SEMIN.	HENDRY	FLA.	COLL.	HIGH.	PA.	CHARL.	LAKE	MANAT.	ST.JHN	TOTAL COUNT
COUNT	618	123	78	38	32	29	23	23	21	16	14	11	9	1035
PCT.	59.71	11.88	7.54	3.67	3.09	2.80	2.22	2.22	2.03	1.55	1.35	1.06	0.87	1035

NOV.	BROW.	P.BCH.	DADE	SEMIN.	PUTNAM	FLA.	POLK	COLL.	MANAT.	FLAG.	HIGH.	LEVY	PINEL.	TOTAL COUNT
COUNT	445	213	66	35	18	17	13	12	11	10	7	7	7	861
PCT.	51.68	24.74	7.67	4.07	2.09	1.97	1.51	1.39	1.28	1.16	0.81	0.81	0.81	861

DEC.	P.BCH.	BROW.	ORANGE	FLAG.	DADE	P.RICO	CHARL.	COLL.	PINEL.	FLA.	MANAT.	POLK	PUTNAM	TOTAL COUNT
COUNT	98	16	10	9	8	5	5	5	3	1	1	1	1	163
PCT.	60.12	9.82	6.13	5.52	4.91	3.07	3.07	3.07	1.84	0.61	0.61	0.61	0.61	163

TABLE XXIX

MIGRATORY WORKER MOVEMENTS TABLES FOR MICHIGAN

MIGRATORY WORKER MOVEMENTS
TABLES FOR MICHIGAN
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN MICHIGAN
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	POLK	HARDEE	ORANGE	DADE	MANAT.	P.BCH.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	TOTAL COUNT
COUNT	17	16	5	2	2	1	0	0	0	0	0	0	0	43
PCT.	39.53	37.21	11.63	4.65	4.65	2.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	43

MAR.	COLL.	MANAT.	OHIO	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	11	5	3	0	0	0	0	0	0	0	0	0	0	19
PCT.	57.89	26.32	15.79	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19

JUNE	OHIO	S.CAR.	POLK	TEXAS	MANAT.	ALA.	IND.	WASH.	OSCEO.	ARIZ.	ARK.	CALIF.	COL.	TOTAL COUNT
COUNT	29	15	11	10	9	6	6	1	1	0	0	0	0	88
PCT.	32.95	17.05	12.50	11.36	10.23	6.82	6.82	1.14	1.14	0.0	0.0	0.0	0.0	88

JULY	OHIO	IND.	S.CAR.	ILL.	ARK.	IOWA	MINN.	COLL.	P.RICO	TEXAS	ALA.	ARIZ.	CALIF.	TOTAL COUNT
COUNT	109	49	45	8	6	5	5	5	3	2	0	0	0	237
PCT.	45.99	20.68	18.99	3.38	2.53	2.11	2.11	2.11	1.27	0.84	0.0	0.0	0.0	237

AUG.	OHIO	IND.	TEXAS	COLL.	N.YORK	MISS.	MO.	TENN.	MANAT.	NEB.	KY.	OKEE.	ALA.	TOTAL COUNT
COUNT	537	228	91	32	24	20	16	14	12	11	9	9	8	1011
PCT.	53.12	22.55	9.00	3.17	2.37	1.98	1.58	1.38	1.19	1.09	0.89	0.89	0.79	1011

SEPT	OHIO	COLL.	HARDEE	IND.	TEXAS	HENDRY	N.YORK	MANAT.	POLK	LAKE	ORANGE	ILL.	DADE	TOTAL COUNT
COUNT	224	163	117	94	67	67	34	33	26	23	22	21	19	910
PCT.	24.62	17.91	12.86	10.33	7.36	7.36	3.74	3.63	2.86	2.53	2.42	2.31	2.09	910

OCT.	HARDEE	HILLS.	COLL.	TEXAS	MANAT.	HENDRY	ORANGE	OHIO	POLK	OKEE.	IND.	HIGH.	SARAS.	TOTAL COUNT
COUNT	179	158	124	82	82	69	55	49	40	31	28	18	13	928
PCT.	19.29	17.03	13.36	8.84	8.84	7.44	5.93	5.28	4.31	3.34	3.02	1.94	1.40	928

NOV.	POLK	HARDEE	HILLS.	COLL.	ORANGE	P.BCH.	TEXAS	DADE	IND.R.	HIGH.	MANAT.	BROW.	HENDRY	TOTAL COUNT
COUNT	147	146	92	77	54	42	39	39	29	27	27	22	21	762
PCT.	19.29	19.16	12.07	10.10	7.09	5.51	5.12	5.12	3.81	3.54	3.54	2.89	2.76	762

DEC.	DADE	ORANGE	POLK	TEXAS	LAKE	HARDEE	COLL.	MANAT.	GA.	FLA.	LA.	CHARL.	DESOTA	TOTAL COUNT
COUNT	39	35	29	27	26	21	17	16	5	4	4	4	4	231
PCT.	16.88	15.15	12.55	11.69	11.26	9.09	7.36	6.93	2.16	1.73	1.73	1.73	1.73	231

TABLE XXX

MIGRATORY WORKER MOVEMENTS TABLES FOR OHIO

MIGRATORY WORKER MOVEMENTS
TABLES FOR OHIO
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN OHIO
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	DADE	POLK	HILLS.	LEE	HARDEE	SARAS.	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	TOTAL COUNT
COUNT	13	11	10	10	8	7	3	0	0	0	0	0	0	62
PCT.	20.97	17.74	16.13	16.13	12.90	11.29	4.84	0.0	0.0	0.0	0.0	0.0	0.0	62
FEB.	SARAS.	DADE	MANAT.	FLA.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	GA.	IDAHO	TOTAL COUNT
COUNT	18	7	5	3	2	0	0	0	0	0	0	0	0	35
PCT.	51.43	20.00	14.29	8.57	5.71	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35
APR.	OSCEO.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	3	0	0	0	0	0	0	0	0	0	0	0	0	3
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3
JUNE	TEXAS	MICH.	P.BCH.	S.CAR.	MANAT.	SARAS.	N.JER.	N.CAR.	ALA.	ARIZ.	ARK.	CALIF.	COL.	TOTAL COUNT
COUNT	47	23	10	8	8	3	2	2	0	0	0	0	0	103
PCT.	45.63	22.33	9.71	7.77	7.77	2.91	1.94	1.94	0.0	0.0	0.0	0.0	0.0	103
JULY	MICH.	IND.	VA.	TEXAS	CALIF.	IOWA	N.YORK	P.BCH.	KY.	ALA.	ARIZ.	ARK.	CO[illegible].	TOTAL COUNT
COUNT	82	14	11	8	3	3	2	2	1	0	0	0	0	126
PCT.	65.08	11.11	8.73	6.35	2.38	2.38	1.59	1.59	0.79	0.0	0.0	0.0	0.0	126
AUG.	MICH.	TEXAS	P.BCH.	IND.	ILL.	S.CAR.	COLL.	N.CAR.	IOWA	LA.	N.YORK	VA.	MANAT.	TOTAL COUNT
COUNT	83	30	14	13	10	10	7	6	4	2	2	2	1	184
PCT.	45.11	16.30	7.61	7.07	5.43	5.43	3.80	3.26	2.17	1.09	1.09	1.09	0.54	184
SEPT	COLL.	TEXAS	HARDEE	MICH.	P.BCH.	MANAT.	OKEE.	S.CAR.	MINN.	DADE	FLA.	HILLS.	W. VA.	TOTAL COUNT
COUNT	127	66	61	46	42	22	20	18	14	14	10	10	9	459
PCT.	27.67	14.38	13.29	10.02	9.15	4.79	4.36	3.92	3.05	3.05	2.18	2.18	1.96	459
OCT.	COLL.	P.BCH.	HARDEE	TEXAS	MANAT.	DADE	LEE	SARAS.	MICH.	HENDRY	OKEE.	ORANGE	POLK	TOTAL COUNT
COUNT	264	253	234	145	83	82	30	29	28	28	24	18	18	1236
PCT.	21.36	20.47	18.93	11.73	6.72	6.63	2.43	2.35	2.27	2.27	1.94	1.46	1.46	1236
NOV.	DADE	P.BCH.	COLL.	HARDEE	FLA.	TEXAS	HENDRY	MANAT.	POLK	ORANGE	LEE	SARAS.	PA.	TOTAL COUNT
COUNT	162	112	98	75	62	60	41	37	37	28	21	20	11	764
PCT.	21.20	14.66	12.83	9.82	8.12	7.85	5.37	4.84	4.84	3.66	2.75	2.62	1.44	764
DEC.	MANAT.	COLL.	DADE	HARDEE	POLK	SARAS.	LEE	TEXAS	MEXICO	P.BCH.	PA.	BROW.	ALA.	TOTAL COUNT
COUNT	20	15	15	15	15	13	10	8	4	3	2	2	0	122
PCT.	16.39	12.30	12.30	12.30	12.30	10.66	8.20	6.56	3.28	2.46	1.64	1.64	0.0	122

of some movement to Hardee, most of the migrations from Ohio are to vegetable counties. Much of the movement from Michigan is to Hardee and Hillsborough counties, both of which have an almost equal amount of citrus and vegetable activity. There is also a limited amount of movement to Polk County.

The migration from the two largest agricultural states in the Southeast is shown in Tables XXXI and XXXII. Most of the persons leaving South Carolina move to Collier or Palm Beach Counties. The patterns of migration from Virginia are similar, with movement to Collier, Palm Beach, Dade and Manatee Counties.

The trends of movement from the six major states as shown in Tables XXVII-XXXII clearly indicate definite flow patterns between these states and certain counties in Florida.* This sort of information is probably the most logical base from which to begin a coordination of educational programs for the children of migratory agricultural workers.

Summary. The Florida migratory family spends about seven months of each year in Florida. The major factors affecting their distribution are the density and seasonality of crops, ethnic background, and the services of the Florida Industrial Commission. Movement during these seven month period is usually to a bordering county or a county which has similar crop activity.

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*The movement from the other major states to Florida is shown in Appendices .

TABLE XXXI

MIGRATORY WORKER MOVEMENTS TABLES FOR VIRGINIA

MIGRATORY WORKER MOVEMENTS
TABLES FOR VIRGINIA
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN VIRGINIA
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	P.BCH.	POLK	FLA.	DADE	LAKE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	GA.	TOTAL COUNT
COUNT	5	4	2	2	2	0	0	0	0	0	0	0	0	15
PCT.	33.33	26.67	13.33	13.33	13.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15

FEB.	S.CAR.	DADE	POLK	MANAT.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	3	3	2	1	0	0	0	0	0	0	0	0	0	9
PCT.	33.33	33.33	22.22	11.11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9

APR.	ST.JHN	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	6	0	0	0	0	0	0	0	0	0	0	0	0	6
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6

MAY	LAKE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	11	0	0	0	0	0	0	0	0	0	0	0	0	11
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11

JUNE	N.YORK	BROW.	PUTNAM	TEXAS	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	TOTAL COUNT
COUNT	9	5	4	3	0	0	0	0	0	0	0	0	0	21
PCT.	42.86	23.81	19.05	14.29	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21

JULY	PA.	OHIO	S.CAR.	N.JER.	N.YORK	GA.	KY.	MD.	ALA.	MICH.	N.CAR.	ARIZ.	ARK.	TOTAL COUNT
COUNT	20	18	18	11	10	8	5	5	3	2	1	0	0	101
PCT.	19.80	17.82	17.82	10.89	9.90	7.92	4.95	4.95	2.97	1.98	0.99	0.0	0.0	101

AUG.	N.YORK	N.JER.	BROW.	PA.	IND.	MD.	S.CAR.	COLL.	DEL.	OHIO	N.CAR.	MASS.	DADE	TOTAL COUNT
COUNT	146	68	37	33	25	23	23	22	18	16	10	8	7	436
PCT.	33.49	15.60	8.49	7.57	5.73	5.28	5.28	5.05	4.13	3.67	2.29	1.83	1.61	436

SEPT	BROW.	N.YORK	PA.	P.BCH.	MICH.	COLL.	OHIO	ST.JHN	FLA.	IND.	S.CAR.	PUTNAM	FLAG.	TOTAL COUNT
COUNT	142	83	65	51	45	36	25	24	21	16	16	16	13	553
PCT.	25.68	15.01	11.75	9.22	8.14	6.51	4.52	4.34	3.80	2.89	2.89	2.89	2.35	553

OCT.	BROW.	ST.LUC	P.BCH.	DADE	CHARL.	FLA.	COLL.	PUTNAM	PA.	MANAT.	TEXAS	N.YORK	POLK	TOTAL COUNT
COUNT	257	47	41	39	35	22	20	20	18	16	14	13	13	555
PCT.	46.31	8.47	7.39	7.03	6.31	3.96	3.60	3.60	3.24	2.88	2.52	2.34	2.34	555

NOV.	BROW.	POLK	P.BCH.	FLA.	HENDRY	ST.LUC	DADE	COLL.	PASCO	LAKE	PUTNAM	ORANGE	MANAT.	TOTAL COUNT
COUNT	216	75	73	44	38	36	34	32	30	29	24	18	17	666
PCT.	32.43	11.26	10.96	6.61	5.71	5.41	5.11	4.80	4.50	4.35	3.60	2.70	2.55	666

DEC.	PUTNAM	P.BCH.	LAKE	BROW.	COLL.	DADE	ORANGE	POLK	N.YORK	MANAT.	CHARL.	NASSAU	DESOTA	TOTAL COUNT
COUNT	40	31	22	19	16	14	7	7	4	4	3	3	1	171
PCT.	23.39	18.13	12.37	11.11	9.36	8.19	4.09	4.09	2.34	2.34	1.75	1.75	0.58	171

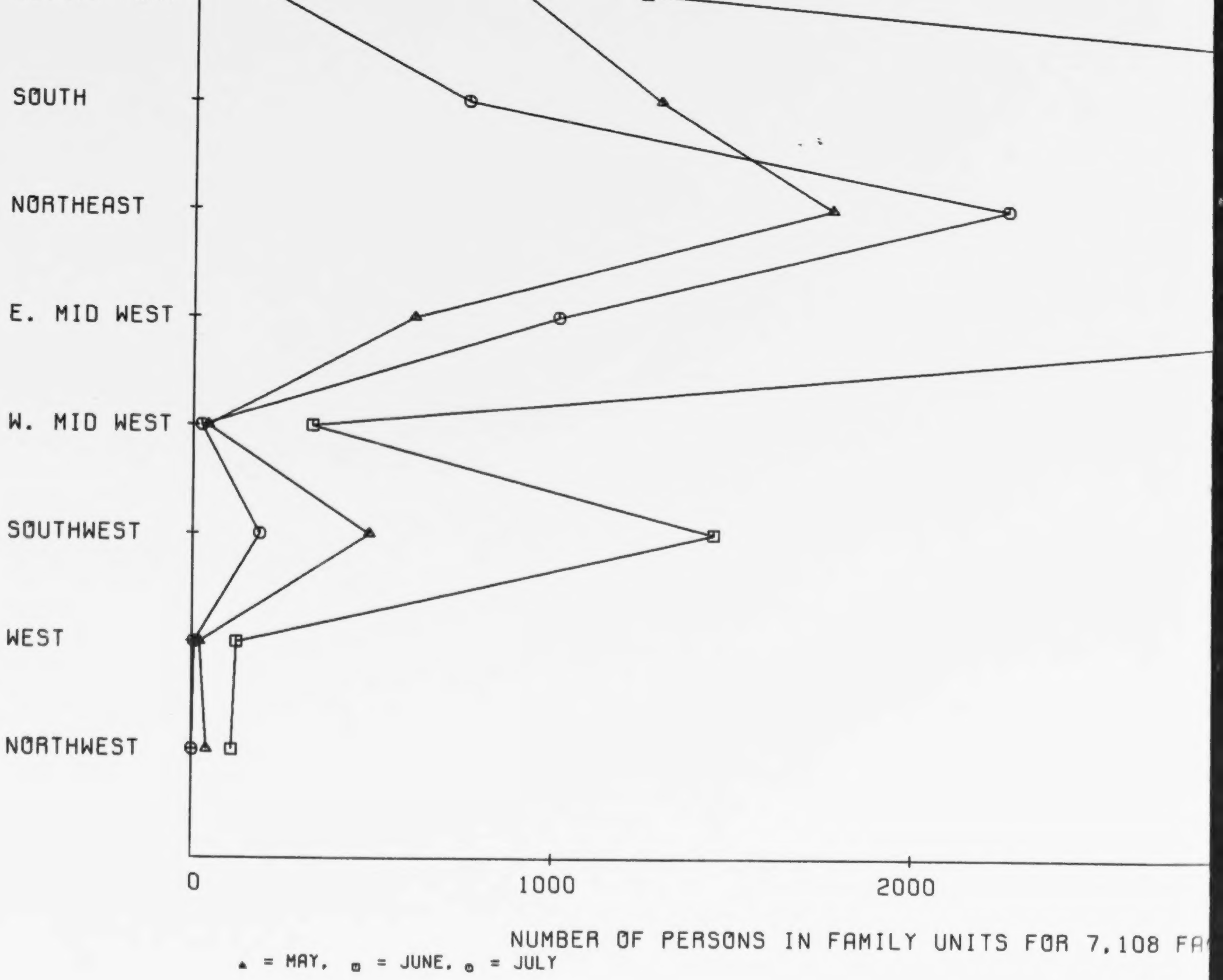
TABLE XXXII

MIGRATORY WORKER MOVEMENTS TABLES FOR SOUTH CAROLINA

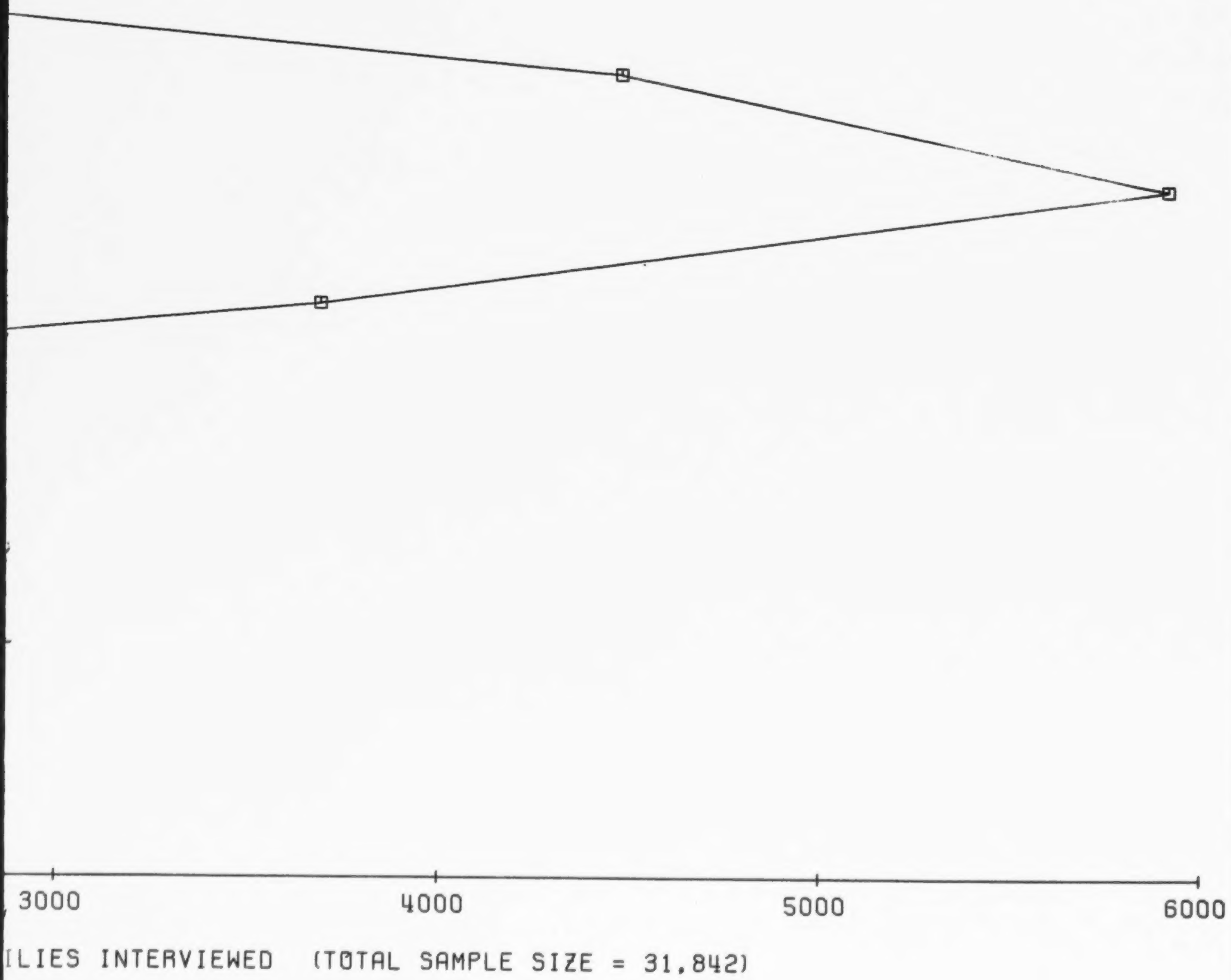
MIGRATORY WORKER MOVEMENTS
TABLES FOR SOUTH CAROLINA
DESTINATION OF MIGRATORY WORKERS WHO RESIDED IN SOUTH CAROLINA
ONE MONTH PRIOR TO EACH MONTH LISTED

JAN.	PINEL.	DESOTA	GA.	MANAT.	P.BCH.	DADE	N.YORK	BROW.	ALA.	ARIZ.	ARK.	CALIF.	COL.	TOTAL COUNT
COUNT	20	9	7	5	5	3	2	1	0	0	0	0	0	52
PCT.	38.46	17.31	13.46	9.62	9.62	5.77	3.85	1.92	0.0	0.0	0.0	0.0	0.0	52
FEB.	P.BCH.	BROW.	POLK	COLL.	LAKE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	13	7	4	3	2	0	0	0	0	0	0	0	0	29
PCT.	44.83	24.14	13.79	10.34	6.90	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	29
MAR.	DADE	N.CAR.	COLL.	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	TOTAL COUNT
COUNT	9	4	3	0	0	0	0	0	0	0	0	0	0	16
PCT.	56.25	25.00	18.75	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16
APR.	DADE	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	IND.	TOTAL COUNT
COUNT	5	0	0	0	0	0	0	0	0	0	0	0	0	5
PCT.	100.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5
MAY	N.JER.	MARTIN	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	GA.	IDAHO	ILL.	TOTAL COUNT
COUNT	6	2	0	0	0	0	0	0	0	0	0	0	0	8
PCT.	75.00	25.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8
JUNE	MICH.	N.CAR.	N.JER.	BROW.	OHIO	VA.	W. VA.	MASS.	MEXICO	ALA.	ARIZ.	ARK.	CALIF.	TOTAL COUNT
COUNT	16	14	11	10	7	6	4	3	1	0	0	0	0	72
PCT.	22.22	19.44	15.28	13.89	9.72	8.33	5.56	4.17	1.39	0.0	0.0	0.0	0.0	72
JULY	MICH.	VA.	IND.	N.CAR.	N.YORK	MD.	OHIO	N.JER.	COLL.	TEXAS	DEL.	PA.	ALA.	TOTAL COUNT
COUNT	121	95	36	26	23	19	12	11	9	7	3	2	0	364
PCT.	33.24	26.10	9.89	7.14	6.32	5.22	3.30	3.02	2.47	1.92	0.82	0.55	0.0	364
AUG.	VA.	OHIO	MICH.	PA.	N.CAR.	COLL.	N.JER.	MD.	IND.	TEXAS	GA.	DEL.	HENDRY	TOTAL COUNT
COUNT	116	65	50	48	41	37	34	32	17	15	13	10	10	488
PCT.	23.77	13.32	10.25	9.84	8.40	7.58	6.97	6.56	3.48	3.07	2.66	2.05	2.05	488
SEPT	COLL.	P.BCH.	ORANGE	PA.	BROW.	W. VA.	VA.	N.YORK	MD.	MANAT.	N.CAR.	OHIO	TEXAS	TOTAL COUNT
COUNT	114	50	42	31	26	25	23	20	14	13	9	8	8	383
PCT.	29.76	13.05	10.97	8.09	6.79	6.53	6.01	5.22	3.66	3.39	2.35	2.09	2.09	383
OCT.	COLL.	P.BCH.	BROW.	HILLS.	MD.	ST.LUC	MANAT.	DADE	LAKE	VA.	IND.R.	FLA.	GA.	TOTAL COUNT
COUNT	106	38	20	18	15	14	13	11	10	9	9	5	5	273
PCT.	38.83	13.92	7.33	6.59	5.49	5.13	4.76	4.03	3.66	3.30	3.30	1.83	1.83	273
NOV.	P.BCH.	COLL.	HARDEE	DADE	ORANGE	POLK	BROW.	HILLS.	MANAT.	GLADES	HERN.	HIGH.	IND.R.	TOTAL COUNT
COUNT	74	20	18	16	15	15	13	9	9	7	6	5	5	212
PCT.	34.91	9.43	8.49	7.55	7.08	7.08	6.13	4.25	4.25	3.30	2.83	2.36	2.36	212
DEC.	P.BCH.	GA.	DADE	BROW.	POLK	ALA.	ARIZ.	ARK.	CALIF.	COL.	CONN.	DEL.	FLA.	TOTAL COUNT
COUNT	12	8	4	1	1	0	0	0	0	0	0	0	0	26
PCT.	46.15	30.77	15.38	3.85	3.85	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	26

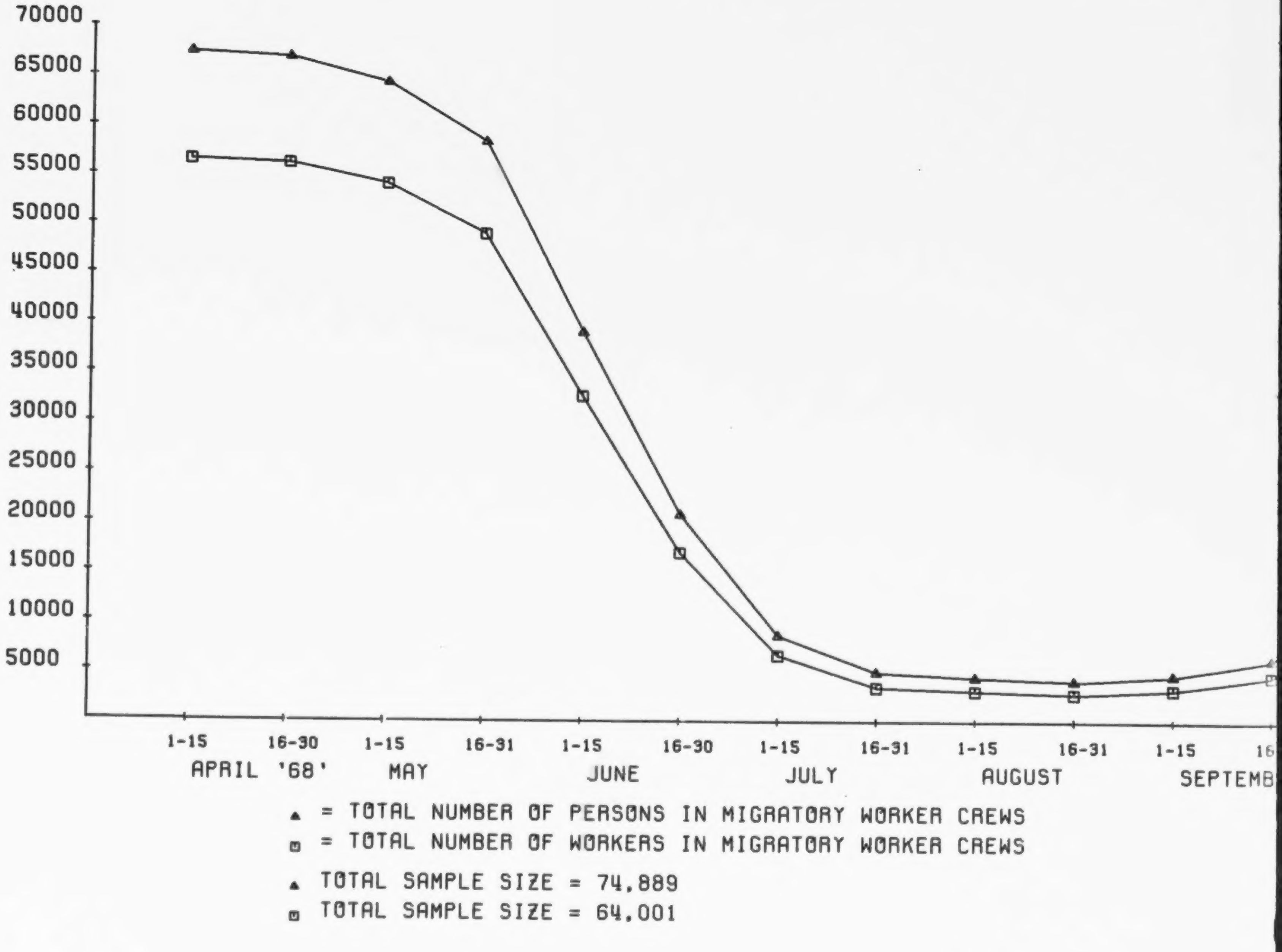
DESTINATIONS OF MIGRATORY WORKER FAMILIE
PRIOR TO THE MONTHS MAY, JUNE, AN



THAT RESIDED IN FLORIDA ONE MONTH
JULY



NUMBER OF FIELD MIGRATORY WORKERS AND NUMBER OF PERS
WORKER CREWS IN FLORIDA TAKEN AT TWO WEEK INTERV
FOR THE PERIOD APRIL 1968--MARCH 1969



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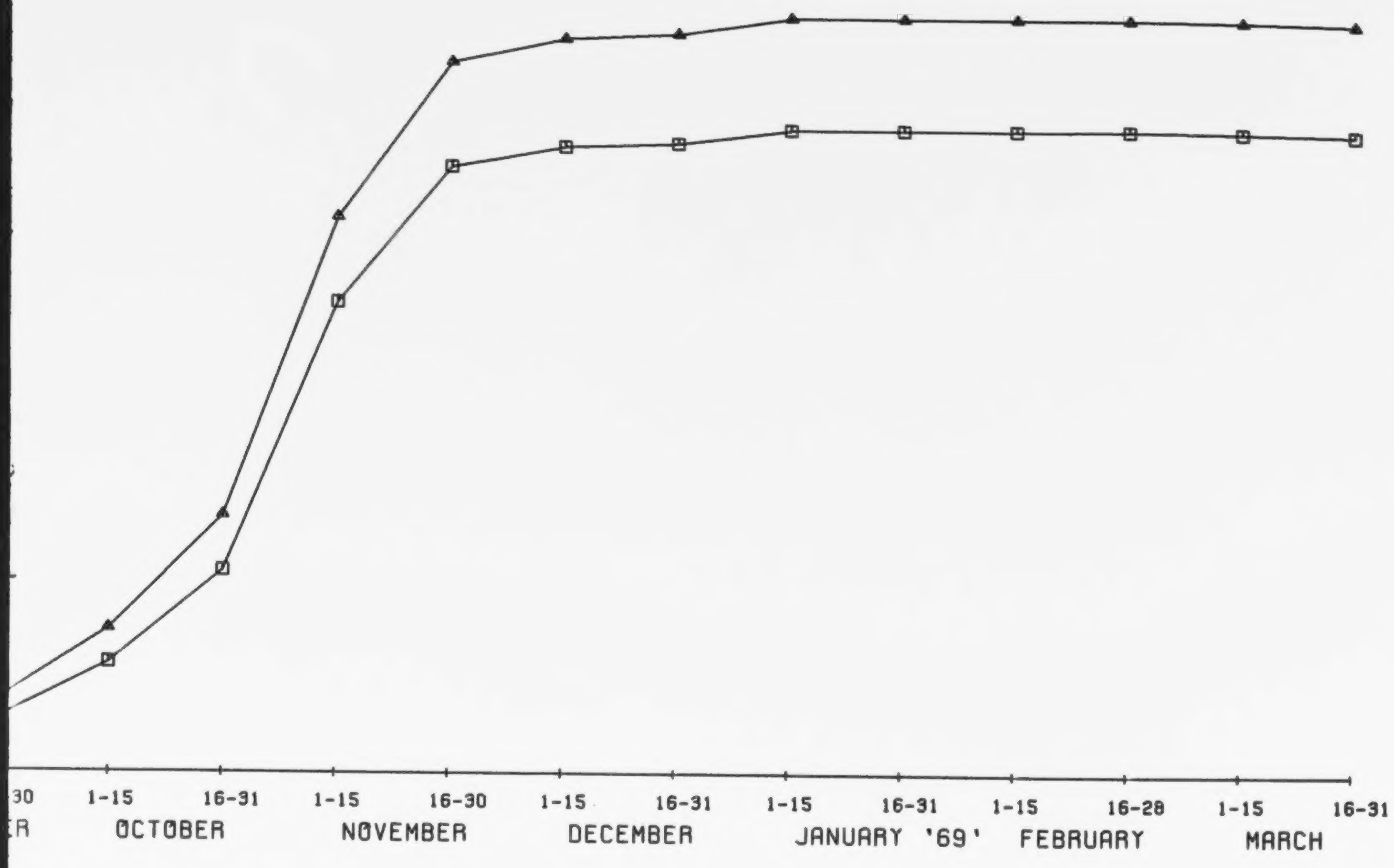

CHAPTER IV

THE MIGRATORY FAMILY - CHARACTERISTICS AND ECONOMIC CONDITIONS

During the course of Phase II data collection, a voluminous amount of information was amassed concerning the migratory workers found in Florida. This information is being presented to provide perhaps one of the most comprehensive pictures of migratory workers in existence.

This chapter attempts to describe the family characteristics and economic factors of the migratory family, and to relate these factors to aspects bearing upon the education of migratory children. It has been shown rather conclusively that familial and economic factors in a child's background have major consequences related to the effectiveness of his education. Hence, it is hoped that the findings reported in the course of this chapter will enable the reader to more fully comprehend the forces at work in the migratory child's environment.

It should be noted that the definition of the migratory worker used by the study was the same as the present federal definition of migratory workers. It refers, in essence, to those persons crossing state or county lines at least once during the course of the past year for the purposes of temporary agricultural employment, and in so doing establishing a temporary residence. This distinguishes migrants from seasonal workers in th at seasonal workers do not establish temporary residence but return to the same home base each day.

The primary sources used in this chapter were selected pertinent questions on the Adult Migratory Worker Form and Employer Form, and the personal observations of the writers. The chapter draws most heavily on those questions from the Adult Migratory Worker Form. The Employer Form and the personal observations of the writer were mainly used as supplemental material and as aids in interpretation.

The chapter is broken into two main sections: namely, family characteristics, and economic factors and conditions of the migratory family. Each of the major sections is further subdivided into subsections dealing with the specific topics pertaining to them.

It is once again hoped that the chapter will be of value to the reader in understanding the migratory worker situation. The problem is exceedingly complex, but this only serves to increase the critical nature of the findings and conclusions presented.

I. FLORIDA MIGRANT FAMILY CHARACTERISTICS

This section of the chapter provides a descriptive profile of the Florida migrant family. The size, structure, membership, and educational aspects of the migratory family are described and analyzed with the hope of bringing insight and understanding to some of the fundamental problems the migrant child faces.

Marital status of Florida migrants. Migratory worker response as to marital status showed 59.05% married and living with the husband or wife. In addition, 10.05% reported being separated, 3.09% reported being divorced, 3.10% reported being widowed, 4.96% indicated common-law relationships, and 19.75% reported being single.* (See Table XXXIII). Eliminating the percentages associated with those migratory workers either "married" or "single", a remainder, or 21.8% show some type of marital status that would generally be considered less stable than when both parents are present.

Although over 59% of the migratory workers interviewed reported being married and living with husband or wife, this doesn't necessarily mean the family is always together. Quite a number of migratory workers migrate, leaving the children at home with relatives or friends. This may break up a family for as long as six months at a time. This practice is generally less prevalent in the Mexican migrant worker families because of the stronger familial ties.

Generally speaking, in over 21% of the migratory worker homes either one of the parents is missing or the family structure is of a type generally considered less than adequate. Of the 59% of the migratory workers reporting living with husband or wife, the family cohesiveness is interrupted at least part of the time by the one or both of the parents migrating independent of the family.

Head of household. The sex of the head of the household was 81.95% male on a statewide basis. In 15.38% of the cases the female was reported as being the head of the household (See Table XXXIV).

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*The field staff interviewers were instructed to interview more migratory workers with families, and as a result the data may be somewhat biased concerning the percentage of single migratory workers.

TABLE XXXIII

A BREAKDOWN OF MIGRATORY WORKER RESPONSE AS TO MARITAL STATUS

MARITAL STATUS	MIGRANT WORKER RESPONSE	
	Frequency	Percentage
Single	1792	19.75
Married (living with spouse)	5358	59.05
Separated	912	10.05
Divorced	280	3.09
Widowed	281	3.10
Common-Law Relationship	450	4.96

n=9073

TABLE XXXIV

MIGRATORY WORKER RESPONSE AS TO SEX OF THE HEAD OF THE HOUSEHOLD

MIGRATORY WORKER RESPONSE	SEX OF HEAD OF HOUSEHOLD		
	Male	Female	Not Appl.
Number of Responses	7427	1394	242
Percentage of Responses	81.95	15.38	2.67

n=9063

TABLE XXXV

A COMPARISON OF THE PERCENTAGES OF THE REPORTED SEX OF THE HEAD OF THE HOUSEHOLD AMONG SELECTED FLORIDA COUNTIES FLORIDA MIGRATORY WORKERS

	HEAD OF HOUSEHOLD		
COUNTY	Male	Female	Not Appl.
Lee	90.91	9.09	0.00
Collier	86.42	12.57	1.01
STATE	81.95	15.38	2.67
Broward	74.74	24.53	.73
Seminole	52.66	47.34	0.00

It would seem that the sex of the head of the household is related to the ethnic background of the respondent. In Broward and Seminole Counties, comprised mainly of black migratory workers, the percentages of male heads of households were 74.74% and 52.66%, respectively. In Collier and Lee Counties, comprised mainly of Spanish-speaking migratory workers, the male heads of household were 86.42% and 90.91%, respectively (See Table XXXV).

The above data indicates percentages of black male heads of households to be less than the statewide average, and greater in the instance of Spanish-speaking male heads of household. This could be due to the fact that the black migratory workers generally exhibit a greater incidence of marital discord than is found in Spanish-speaking migrant subcultures.

It is not felt that the matriarchal family structure is prevalent in the migrant society. Rather, the reporting of female heads of household is a function of females being divorced or separated from the male and, in that way naturally assuming the role of head of household.

Number of parents present in Family. Migrant worker response showed that, in 62.43% of the cases both parents were present in the home. It was also found that 22.10% reported male presence only, and 15.47% female presence only. These figures correspond closely with the percentages found in the question concerning marital status (See Table XXXVI).

The 22.10% of male presence only can be largely accounted for by the single men interviewees. These interviews generally represented only one person, dependents being non-existent. The female presence only

TABLE XXXVI

MIGRATORY WORKER RESPONSE, REFERING TO NUMBER OF PARENTS PRESENT IN HOME

MIGRATORY WORKER RESPONSE	NUMBER OF PARENTS Male Only	Female Only	Both
Number of Responses	1927	1381	5572
Percentage of Responses	22.10	15.47	62.43

n=8925

TABLE XXXVII

A COMPARISON OF THE PERCENTAGES OF MALE, FEMALE AND BOTH PARENTS' PRESENCE IN THE HOME AMONG SELECTED FLORIDA COUNTIES, FLORIDA MIGRATORY WORKERS

COUNTY	PARENTS IN HOME Male Only	Female Only	Both Present
Collier	16.78	13.74	69.48
Lee	13.33	16.00	70.67
STATE	22.10	15.47	62.43
Broward	24.34	22.93	52.73
Seminole	4.12	47.65	48.24

response does represent families, however,

Again, Broward and Seminole Counties, representing primarily black migratory workers, showed female presence only in 22.93% and 47.65% of the cases. Collier and Lee Counties, representing primarily Spanish-speaking migratory workers, showed female presence only in 13.74% and 16.00% of the cases (See Table XXXVII). The areas representative of black migrants tends to show more instances of female presence only than do areas representing Spanish-speaking workers.

In several counties in Florida it is a common practice for the men to work out of the county during the week and return to the home base on the weekend. The statewide extent of this practice is unknown, but in some counties it is quite prevalent. The point here is that this practice, in effect, renders families reporting both parents present functionally a female present only situation.

Ages of parents. On a statewide basis, the mean age of male migrant workers was 37.092 years with a standard deviation of 11.931. The female migrant workers averaged 34.125 years with a standard deviation of 10.670 years. The mean ages of male migratory workers ranged from a high of 43.509 in Okeechobee County to a low of 28.734 years in Sarasota County. The female workers ranged from a mean high of 40.818 years in Alachua County to a low of 27.174 years in Flagler County.*

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*Counties showing fewer than ten interviews were not considered in determining the range.

The data indicated a tendency for the state mean age of migratory workers to decline erratically until peak season is reached; then sharply rise in the month of May (See Figure 24). Month-to-month variation in mean ages on an intra-and inter-county basis seems to be quite pronounced. This may be partially due to interviewer selection factors.

At any rate, there doesn't appear to be a consistent tendency concerning mean ages of migratory workers on a county basis. In some counties the mean age decreases as the peak season approaches and in others, the opposite is true. This may be partially due to the county variation in primary type of crop. Counties growing mostly vegetables will have several subpeaks of migrant activity whereas citrus counties seem to be somewhat more stable in this respect.

Birthplace of parents. The majority of migratory workers found in Florida were born in the Deep South and Texas (See Table XXXVIII). Of the ten most frequently responded to birthplaces, two were countries outside the United States; namely Puerto Rico and Mexico. Migratory workers born in Florida comprised only 15.5% of the total responses to the question, indicating that the majority of migratory workers found in Florida during the season are originally from other places.

Foreign born migratory workers comprised a total of 15.99% of the migrant workers interviewed. The southern United States contributed 58.57% of the migratory workers, and the state of Texas 18.11%.

Size of family. The mean family size of the Florida migratory family unit was found to be 4.707 persons. The range of individual family sizes fell between single persons and as many as sixteen family

FIGURE 24

STATEWIDE MEAN AGE DIFFERENTIATION OF MALE AND FEMALE MIGRATORY WORKERS, BY MONTH

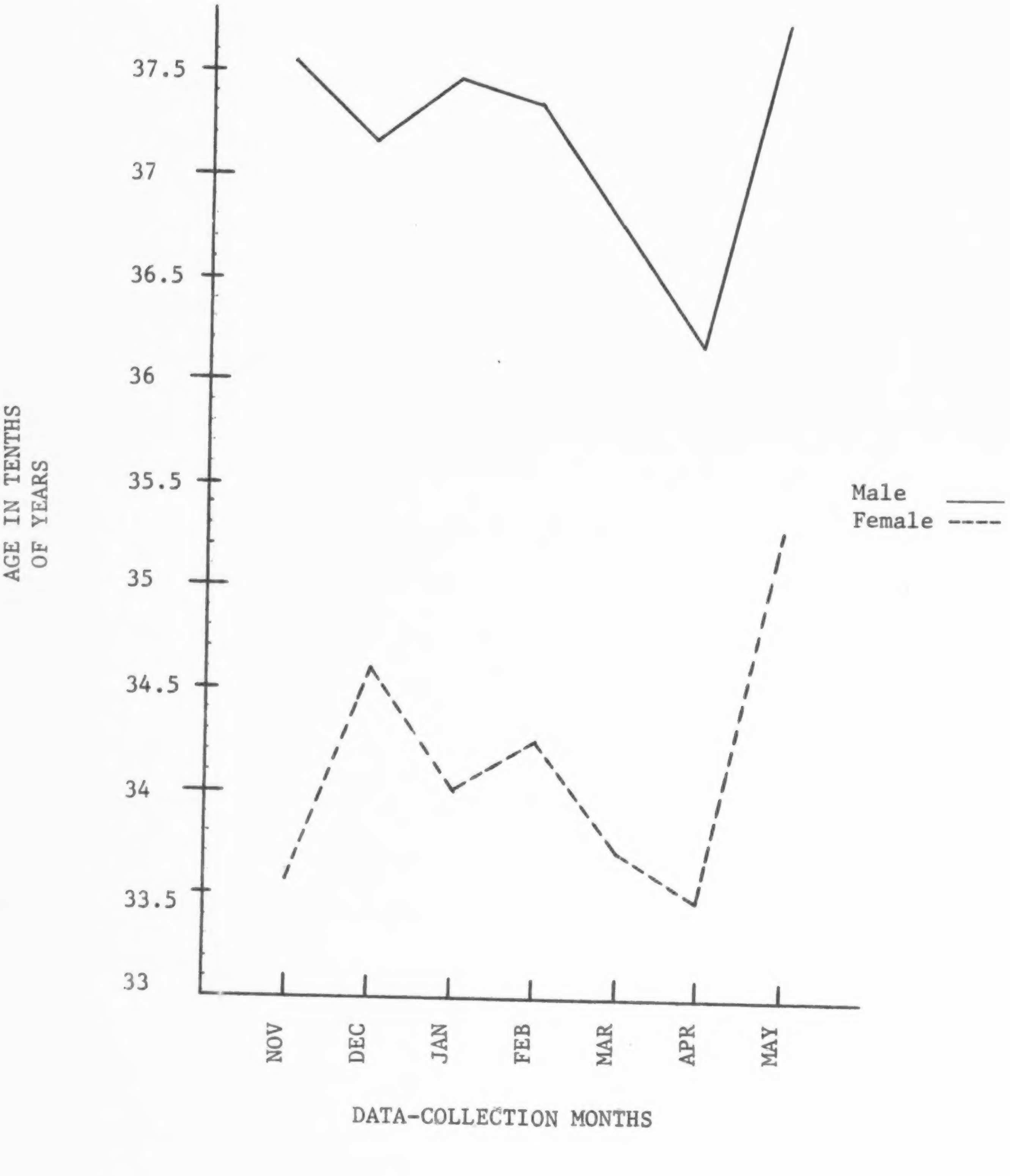

TABLE XXXVIII

A RANK ORDERING OF THE TEN MOST FREQUENTLY RESPONDED TO PLACES OF BIRTH BY FLORIDA MIGRATORY WORKERS

Places of Birth	MIGRATORY WORKER RESPONSE	
	Frequency	Percentage
Texas	2591	18.11
Georgia	2539	17.75
Florida	2218	15.50
Alabama	1321	9.23
Puerto Rico	1287	8.99
Mexico	769	5.31
S. Carolina	623	4.36
Mississippi	591	4.13
N. Carolina	337	2.36
Arkansas	244	1.71
Other	1794	12.55

n=14303

members. The range of mean family size fell from a high of 6.379 in Orange County to a low of 2.913 in Charlotte County.*

The above findings must be interpreted in light of the fact that the interviewers asked for the total number of persons presently living in the same residence. In the case of older migratory workers often times their children had left home. Consequently, the family size statistics may be slightly low.

Compared with family size statistics for the United States as a whole, the migratory family is considerably larger than the average American family. According to 1967 Bureau of Census estimates, the average family size was 3.70 persons. The migratory population interviewed during this study averaged greater than one person more per family. In terms of statistical considerations a difference this large is highly significant.

The mean number of persons living as a family unit varies considerably from county to county as was shown earlier by the range of family size. Counties showing smaller family unit size averages tend to also report a lower mean age of migratory workers. Counties exhibiting larger family unit size show a high mean age, up to a point (See Table XXXIX). At approximately 40 to 42 years mean age for males, the family size begins to decrease. This is most probably a function of the fact that the children have left home and are no longer living with the family unit.

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*Counties showing fewer than ten interviews were not considered in determining the range.

TABLE XXXIX

A COMPARISON OF FAMILY UNIT SIZE AND MEAN AGE OF MIGRATORY WORKERS IN SELECTED FLORIDA COUNTIES

Selected Counties	Mean Family Unit Size	MEAN AGES IN YEARS	
		Male	Female
Hillsborough	4.048	30.7	29.3
Palm Beach	4.262	36.6	34.5
Collier	4.388	35.9	32.5
STATE MEANS	4.707	37.1	34.1
Lee	5.104	37.6	34.3
Lake	5.624	38.4	35.3
Hardee	6.343	38.3	34.5
Orange	6.379	40.6	35.7

The migratory family unit size was found to be significantly related to the number of parents present in the home. Analysis of variance revealed that the mean family unit size when both parents were reported present in the home was 5.636 persons. Referring back to the statewide mean family unit size of 4.707 persons, this represents a considerable increase in family unit size.

Further, it was found that the migratory workers reporting male presence only had an average family unit size of 2.022 persons, and female presence only responses showed 4.418 persons as the mean family size (See Table XL).

As the male presence only response category included largely single male migratory workers, the mean family unit size figure can be accounted for by the fact that they are often found living with other single men. Remembering that the respondents were asked to report the number of persons living in the same residence, this figure usually represents the fact that single men stay together on the average of two per room or residence. However, a few cases of male migratory workers having their children with them were observed, so the figure does represent at least a few migratory children.

The female presence only family unit size mean represents mainly children. These are females that are divorced, separated, or widowed and for the most part do have children living with them.

This is perhaps the most significant family unit size of those under discussion. If one person is added to the female only family unit size and compared with the both parents present mean family unit

TABLE XL

A COMPARISON OF MEAN FAMILY UNIT SIZE WITH NUMBER OF PARENTS PRESENT IN THE HOME AMONG FLORIDA MIGRATORY WORKERS

PARENTS PRESENT	FAMILY UNIT SIZE	
	Mean	S. D.
Male Only	2.022	1.840
Female Only	4.418	2.424
Both	5.636	2.763

n=7174

size, the figures nearly match. In other words, eliminating the parent bias in the comparison (female only as opposed to both parents) shows that the female only figure represents approximately the same average number of children per family unit as does the both parents present average. Hence, approximately 15% of the migratory family units are characterized by an average number of children comparable with that represented by both parents present, but have only the female parent present in the home (See the number of parents present in family, page 141). This takes on additional significance when interpreted in the light of the fact that the family unit size of female presence only is conclusively larger than the average family size estimated for the nation's population as a whole (See page 155).

Much of the above discussion holds true for the mean family unit size of both parents present. Here the average number of persons per family unit is nearly two persons larger than the 1967 United States census estimates of family size. Consequently, the findings regarding the relatively large family unit size of migratory workers is further substantiated.

Summary of general family characteristics. Of the 9070 migrant workers interviewed during Phase II of the study, over 59% reported being married and living with spouse. A total of 62.43% reported both parents present in the home, the reason for the discrepancy being non-response on the interview and the common-law marriage situation. Male heads of household were reported in 81.95% of the cases. In the instance of female heads of the household it is felt that the female assumes the role through happenstance rather than this being a characteristic of a matriarchal family structure such as found in black urban ghettos. Of the 81.95% male heads of household approximately 20% are single men.

The male migratory worker averages 37.092 years of age and the female 34.125 years. However, this varies considerably from county to county. The statewide monthly mean age for migratory workers decreases as the peak season approaches and then increases as the season comes to a close.

Most workers found in Florida are originally from other states and countries, and primarily from southern and certain southwestern states.

The average family unit size is reported as being 4.707 persons. This is considerably higher than the average family size for the United States as a whole. In addition, the families having female presence only were shown to include approximately the same average number of children as when both parents were present. This affects over 15% of the migratory worker population.

II. ETHNIC GROUP AND FAMILY CHARACTERISTICS

General ethnic grouping of the Florida migratory family. The Florida migratory workers represent three general ethnic categories. Male Mainland American Negroes (Negroes born in the continental United States) comprised 54.51%, (and female blacks 58.65%) of migratory workers interviewed for each sex respectively. Spanish-American workers totaled 33.44% for males and 29.31% for females.

Mainland American whites make-up 10.57% and 11.30% for males and females, respectively. The remaining ethnic categories; namely, West Indian (Bahamian, Jamaican, Haitian) and "Other" were represented by 1.27% male and .57% females, in the former, and .20% male and .17% female in the latter case (See Table XLI).

Although the off-shore laborers (West Indian) have had an important influence in the past, they are now mainly found in the sugar industry around Lake Okeechobee. Their role in this study was minimized due to their practice of leaving their families in the islands and coming to the continent to work as single men. Consequently, Florida schools are not involved in educating their children. A small number of these persons, however, have married and settled in this country.

Ethnic group plays a vital part in the life of the migratory family. The traditional southern social structure and, in the case of Spanish-American migratory workers, language have largely predestined the migratory family to a fringe existence. Not only is the migratory worker subject to the social confinement of a largely rural society but he is also precluded from any normal sense of community security because of his nomadic existence.

The preceding section pointed out some of the differences that exist in various ethnic groupings within migratory workers. Language, being primarily a function of ethnic background, was found to be English in 67.70% of the cases. However, nearly 30% of the respondents claim that some language other than English is spoken in the home (See Table XLII). Many of the migratory workers of Spanish-American origin never

TABLE XLI

A BREAKDOWN OF REPORTED MIGRATORY WORKER ETHNIC GROUPING BY SEX

ETHNIC GROUPING*	SEX			
	Male		Female	
	Freq.	%age	Freq.	%age
Negro	4259	54.51	3898	58.65
Spanish-American	2613	33.44	1948	29.31
White	826	10.57	751	11.30
West Indian	99	1.27	38	.57
Other	16	.20	11	.17
	n=7813		n=6646	

*Actual ethnic category alternatives were as follows:

(1) Mainland American Negro
(2) Spanish-American (Including Puerto Rican, Mexican, South American, Cuban, etc.)
(3) Mainland American White
(4) Bahamian, Jamaican, Haitian, etc.
(5) Other (American Indian, Chinese, European, etc.)

TABLE XLII

A BREAKDOWN OF RESPONSES AS TO PRIMARY LANGUAGE SPOKEN IN THE HOME BY MIGRATORY WORKERS

LANGUAGE SPOKEN	MIGRATORY WORKER RESPONSE	
	Frequency	Percentage
English	6137	67.70
Spanish-American	2512	27.71
French	15	.17
Other	3	.03
English & Span.-Amer. with egual freq.	398	4.39

n=9065

learn to speak English as all their affairs with the English-speaking community are handled by the crew chief. This becomes a critical factor as the children enter public schools.

Present indications point to a trend of increase in the percentage of Spanish-Americans making up Florida's migratory work force. In some locales the ethnic background of the workers, formerly blacks and whites, has become largely Spanish-American. FIC estimates show a definite increase of Spanish-American migratory workers over the past several years. Phase I data, although compiled during the off season, shows a considerable increase in the percentage of Spanish-American workers.*

Ethnic group and size of migratory family unit. Ethnic group was found to be a significant factor in the size of the migratory family unit. Analysis of the variance revealed that significant differences exist among the average family unit sizes for the five categories of ethnic group. The West Indian ethnic category showed a mean family unit size of 5.013 persons. The Spanish-American workers exhibited the next highest mean family unit size with 4.828 persons. Mainland American Negroes showed an average of 4.634 persons per family unit, Mainland American Whites averaged 4.272 persons per family unit, and the "other" category reported a mean family unit size of 3.375 persons (See Table XLIII).

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*Phase I, being a pilot study, was conducted during the summer when mostly home based migrants were in the state, the Spanish-American migrants having gone on the season. However, the difference between the Phase I and Phase II findings on percentage of Spanish-American workers was over 20%. It is felt that this represents a definite increase, even though somewhat spurious.

The large family unit size exhibited by the West Indian (Bahamian, Jamaican, Haitian) ethnic category was somewhat surprising as most migratory workers of this ethnic background represent single males. It is felt that the large family unit size shown here was a function of the interview question asked rather than an indication of true ethnic family unit size. Most single male workers live in dormatory type housing, especially sugar workers who are largely West Indian. Consequently, when the workers were asked how many persons were living in the same residence, the response may have included an entire dormitory. As a result, the mean family unit size would be spuriously high.

The "other" category was included as a "catch-all" response alternative and represents American Indian, Oriental, and European migratory workers. However, as the number of cases in this category was quite negligible, it deserves little more than mention in passing.

The three main ethnic groups represented during Phase II activities were rank ordered as to average family unit size with Spanish-American being largest, Mainland American Negro second, and Mainland American whites being third. Referring to Table XLIII, it is evident that all three groups have mean family unit sizes considerably larger than the average family size for the United States population at large (See page 155).

The Spanish-American migratory workers are often characterized as having large and extended families and the findings

TABLE XLIII

A COMPARISON OF MEAN FAMILY UNIT SIZE AND ETHNIC GROUP OF MIGRATORY WORKERS

ETHNIC GROUP	FAMILY UNIT SIZE	
	Mean	S. D.
West Indian	5.013	3.152
Span.-Amer.	4.828	3.251
Negro	4.643	2.794
White	4.272	2.489
Other	3.375	1.857

n=7176

here would bear this out, at least relatively speaking. It should be noted here that the reported mean family size of Spanish-American migratory workers may be lower than what actually exists. The Spanish-American ethnic category was more than one-third Puerto Rican. The majority of migratory workers of Puerto Rican descent in Florida are single male workers. Consequently, single men may figure disportionately in the mean family unit size of Spanish-American workers.

The Mainland American Black migratory workers fell slightly below the statewide mean family unit size of 4.707 persons and the Mainland American Whites averaged .5 persons less per family than the statewide mean family unit size.

The main significance of this subsection is found in light of the comparatively large family unit sizes existing in the migrant subculture and its potential consequences. Most critical in terms of the purposes and goals of this study is the number of children involved and the education of these migratory children

Another factor of prime consideration is the increase in the proportion and numbers of Spanish-American migratory workers - the group that shows one of the highest average family unit sizes. This means an increase in the numbers of migratory children that the schools in Florida are at least partially responsible for educating.

The subsection dealing with the ethnic aspect of migratory workers has been somewhat brief in terms of the part ethnic group plays in the migratory workers life. This is because ethnic group has been used in various comparisons and statistical analyses that pertain more readily to other subsections of the chapter. As a result, most of the findings directly or indirectly related to ethnic group will be found in other subsections throughout the chapter.

III. MIGRATORY CHILDREN

Age categorization of migratory children. Phase II data showed that 67.56% of the migratory workers interviewed reported having children seventeen years of age or less.* In addition, 22.90% reported that they did not have children in this age category, and 9.54% chose the "not applicable" response. Included in the 22.90% not having children aged seventeen or less were older migratory workers whose children have left home, married migratory workers without children, and some single migratory workers. The percentage of "not applicable" responses was composed entirely of single migratory workers.

Of the 23, 287 children seventeen years of age or less reported by the 67.56% of the migratory workers having such children, 6409, or 27.05% were four years of age or younger. Further, 9852 (42.30%) of the children were between the ages of twelve and fourteen years, and 2851 or 12.24% were between fifteen and seventeen years of age (See Table XLIV).

The above categories were intended to approximate the pre-school,

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*To eliminate confusion, the interviewers were instructed to include any offspring up to the eighteenth birthday in this age category.

TABLE XLIV

A BREAKDOWN OF NUMBERS AND PERCENTAGES OF MIGRATORY CHILDREN FALLING INTO PRE-SCHOOL, GRADE SCHOOL, JUNIOR HIGH, AND SENIOR HIGH AGE CATEGORIES

AGE CATEGORIES	MIGRATORY CHILDREN	
	Numbers	Percentages
4 yrs and less	6409	27.05
5-11 yrs	9852	42.30
12-14 yrs	4175	17.97
15-17 yrs	2851	12.24

n=23,287

grade school, junior high, and high school age levels.

Contributing factors in disproportionate age categories. The county age distributions of migratory children show considerable variation, seemingly related in part to the mean age and ethnic composition of migratory workers in that particular county. Selecting some counties of more pronounced migratory concentration, one finds that counties exhibiting lower mean ages of migratory workers and greater concentrations of Spanish-American workers tended to have a disproportionately large number of pre-school children (See Appendix). Hillsborough County, having a male mean age of 30.729 years and a female mean age of 29.339 years, plus a 62% concentration of Spanish-American migratory workers, showed over 54% of the children to be four years or less.

As the mean ages regress towards a state mean age and the ethnic concentration approaches the state levels, the percentage distribution tends to also approach the statewide figures. As this would appear to be a logical trend, since the Spanish-American worker's mean age is lower than that of other ethnic groups, consequently, their children are also of a younger age. These points are elaborated upon later in the chapter.

The public schools would do well to incorporate data such as this into their planning activities, in terms of projections for facilities and programs. In later chapters this will be dealt with more thoroughly; however, it is not hard to see the implications here.

IV. EXTRANEOUS FAMILY MEMBERSHIP

Extraneous adult family members. Extraneous adults were defined, for the purposes of this study, as anyone living in the family unit who was not a primary member of the family. The one exception to this was children age eighteen or over who were still living at home. The statewide mean for extraneous adults was .608 persons per family unit. These persons were grandparents, aunts, uncles, and children eighteen and older for the most part. The standard deviation for this figure was 1.174 which is quite large. The reason for its being so large is that there were a great number of families reporting no extraneous adults; consequently, a disportionate number of zeros were included in the mean computation.

Extraneous adults seem to play a significant part in the family life of the migratory worker in terms of sheer numbers alone. Also, extraneous adults account for, in part, the discrepancy in the size of the migratory family unit and the average size family for the United States as a whole.

It is not known to what degree the extraneous adult affects ~~the~~ family life.The writers have witnessed many cases of the extraneous adult taking care of the children while both parents are working, but other than this factor the affects of his presence is open to speculation.

Extraneous children living in the family unit. Extraneous children were defined as children living with the family unit who were not offspring of either parent. These usually represented the children of friends and relatives.

The data shows that 8.23% of the migratory workers responded that they did have extraneous children living in the family unit. The mean number of extraneous children living in each of the above family units was 1.116. It should be noted that this figure held true in only 8.23% of the family units. If the mean number of children is figured on a total per family unit basis, the figure drops to an average of .112 extraneous children per family unit.

It would not appear that extraneous children are a crucial factor in the migratory family unit size. However, they are a partial determinant statistically in the mean family unit size, but to a lesser degree than the extraneous adult noted above.

Children living elsewhere as extraneous children. This subsection refers to the children of interviewees living with friends or relatives; ie.,not with their parents, The study showed that this factor occurred in 10.02% of the cases.

In these families the mean number of children living elsewhere in 2.127. Again, if the figure is computed using the total number of family units interviewed, the mean drops to .171. The reason for this figure being larger than the per family unit mean for extraneous children is that the children living with others are representative of other states. Logically, one would assume that the extraneous children figure would cancel out. However, the children living with others figure is likely to represent migratory workers from other states traveling without their children (a common practice among migratory workers), and leaving their children in the home state.

As no special measures were taken to determine the effects of extraneous family membership on the migratory family unit, explanations as to its effect are largely subjective. However, in approximately 8%-10% of the cases, the family structure and stability was interrupted by the family being separated.

This type of occurrance may be on the increase as there seems to be a trend towards leaving the migratory children in school for the full nine-month term rather than having them move with the family. This, of course, necessitates the breaking up of the family unit for varying amounts of time throughout the year, and leaving them with others. In these instances, the children enjoy an uninterrupted school year but are separated from one or both parents for at least part of the year. Whether or not this is a desirable practice is somewhat nebulous and calls for further researching.

V. THE EDUCATIONAL STATUS OF THE MIGRATORY FAMILY

Perhaps no other single factor is as important to a child's educational achievement and aspiration, as the educational base provided by his parent's educational experiences. This section of the chapter will focus on the status of the migratory parents education and its effects upon the migratory family. The educational status of the migratory child will be covered in a later chapter.

The educational level of migratory workers. The male migratory worker in Florida has a mean educational level of 6.209 years. The female enjoys a slightly higher mean educational level of 6.851 years of schooling. Remembering the birthplaces of the majority of migratory workers in Florida, not only is their educational level low, but because of the dual educational system existing in the south and southwest, the education that many received was often inferior.

Of the 8936 migratory workers responding to the question, "Do you read a newspaper?", 55.72% replied "Yes", 37.34% replied "No", and 6.94% stated that they couldn't read. In other words, in nearly half of the migratory family units not even a newspaper is present.

It is not hard to envision the effect upon the migratory school child. With a limited family educational background to rely on, it comes as no surprise that the migratory child encounters so much difficulty in the public schools.

The counties throughout Florida showed variation in migrant mean educational level. They ranged from an average of 12.156 years for many males in Seminole County to a mean educational level of 4.327 years in Hardee County. The female mean educational level ranged from 11.642 years in Seminole County to 4.625 years in Lee County.*

Educational level and ethnic grouping. Chi-square analysis reveals that there exists a highly significant relationship between ethnic membership of migratory workers and level of education achieved.

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*Counties showing fewer than ten interviews were not considered in determining the range.

Male migratory workers show a chi-square value of 255.2 and female workers exhibit a chi-square value of 466.72 with regard to the above relationship (See Tables XLV and XLVI).

The three ethnic groups involved in the analysis were Negro, Spanish-American, and white. The two remaining ethnic categories (See page153) were eliminated because of the small number of responses and the consequent danger of violating basic assumptions of chi-square analysis.

The educational or grade level categories used in the analysis were designed to provide the most comprehensive picture of the education of the migratory worker. The first level was designed to allow for the most basic of educational achievement. The second educational level provided for increased achievement and included the junior high school year as well as including the compensatory attendance grade level. The third category was representative of secondary schooling levels.

The most pronounced variation in educational level among the three ethnic groups occurred in the Spanish-American category. Here the most frequent educational response was in the 0-4 year educational category, in both male and female divisions. This means that, generally speaking, the Spanish-American migratory worker is less educated than his Negro and Anglo counterparts.

The reasons for this situation are many and varied. However, the most probable determining factor is simply that of language. Remembering earlier findings that nearly one-third of Florida migratory workers speak Spanish in the home, it is not hard to envision these consequences

TABLE XLV

A CHI-SQUARE CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN THE ETHNIC GROUP OF THE MALE MIGRATORY WORKER AND HIS LEVEL OF EDUCATIONAL ACHIEVEMENT

Ethnic Group	Grade Level Completed		
	0-4	5-8	9-12
N. American Negro	414	633	410
N. American White	69	129	52
Spanish-American	526	354	69

n=2656 $X^2=255.5$ df=4 $p<.001$

TABLE XLVI

A CHI-SQUARE CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN THE ETHNIC GROUP OF THE FEMALE MIGRATORY WORKER AND HER LEVEL OF EDUCATIONAL ACHIEVEMENT

Ethnic Group	Grade Level Completed		
	0-4	5-8	9-12
N. American Negro	274	739	710
N. American White	47	125	107
Spanish-American	464	386	92

$n=2944 \quad X^2=466.7 \quad df=4 \quad p<.001$

on the education of Spanish-American workers and their children.

Other reasons for the Spanish-American migratory worker generally being less well educated are found in the culture and economy of the Spanish speaking sub-group. Nearly 15% of the migratory workers interviewed in Phase II were foreign born (Puerto Rico and Mexico). Education does not play the role in these countries that it does in the United States. Often times the public schools and the traditions and customs of the Spanish-American culture are at odds, thereby causing dropouts. Also, the economic structure of the Spanish-American family involves the entire family membership, and even though this occurs in the other ethnic groupings of migratory workers, it doesn't occur to the same degree.

These are just some of the factors related to the Spanish-American migratory worker being generally less well educated. A more detailed analysis is undertaken in later chapters.

Taking the remaining two ethnic sub-groups, we find that the American Negro group shows a higher proportion reaching the secondary schooling level than does either of the other two groups. Both North American Negroes and whites tend to center about the 5-8 year educational level, however. In contrast to the Spanish-American workers, this is most probably accounted for by the existing compulsory education laws and by traditional American emphasis on education.

Further inspection reveals that the female migratory worker generally is better educated than the male. This is not surprising since the female workers showed a higher mean level of education than did the males. The reasons for this occurrence are likely based in economics.

Summarizing, we find a significant relationship between ethnic group and level of education achieved. The reasons for this occurrence are most probably found in the varying cultural and economic facets of the ethnic groups in question.

Profile of the Florida migratory family. An attempt will be made here to typify the Florida migratory family, in full recognition of the limitations of such an exercise. However, a typification provides a valuable comparative measure for past and ensuing research efforts related to Florida workers, as well as providing a general picture of their present status.

The Florida migratory worker family unit includes, on the average, 4.707 persons. This figure was affected by many factors and among the most significant were number of parents present and ethnic group of the migratory family. Both parents were reported in the home in 62% of the cases. In addition, nearly 16% of the homes included the female parent only and 22% reported male parent presence only (mostly single male workers). The family units showing female presence only averaged approximately the same number of children as the family units showing both parents present.

Another factor of family unit size was extraneous family membership. Over 8% of the workers interviewed had extraneous children living in the family unit, 10% reported their children living with others, and the migratory family unit included .6 extraneous adults on the average.

The Florida migratory workers show 81% male heads of household and 15.38% female heads of household. The migratory male averaged 37.1 years of age and the migratory female slightly over 34 years of age.

Migratory workers are most likely to be black in Florida, although Spanish-American workers are on the increase. The Spanish-American workers also exhibited one of the largest mean family unit sizes, followed by Mainland American Negroes and Mainland American Whites. English is the most common language spoken in the home but nearly one-third of the migratory workers speak Spanish as their primary language.

Migratory workers are originally from states other than Florida and from foreign countires in 85% of the cases. The male migratory worker generally has an educational level of 6.2 years and the female 6.9 years. The educational level achieved is significantly related to ethnic group, with Spanish-American migratory workers achieving the lowest educational level, comparatively speaking. Nearly 7% of the migratory workers interviewed reported that they couldn't read.

The educational level of migratory parents is thought to be a primary determinant in the success potential of migratory children in school. Nearly half of the workers interviewed reported not even a newspaper in the home.

V. GENERAL WORKING CONDITIONS OF FLORIDA MIGRATORY WORKERS

The overall intent of this section of the chapter is to provide a more comprehensive picture of the migratory family through characterization and description of economic and related factors of migratory life. The general working conditions of the migratory adult and child, income levels of the adult and child, and the general economic conditions will all be examined in an attempt to further provide the reader with bases for understanding the family and children of the Florida migratory work force.

Type of crop and type of job of Florida migratory workers. Florida agriculture is greatly diversified as to types of crops requiring the use of migratory labor. Of the migratory workers interviewed, 33.55% reported they were presently working in citrus, 61.48% replied vegetables, 2.15% stated nursery associated employment, .09% reported tobacco, .22% recorded dairying, .17% were employed in fishing or oystering, and 1.88% listed "other" (See Table XLVII).

As one can readily see, the two major divisions in type of crop fall between citrus and vegetables. These can be further subdivided into types of citrus and types of vegetables but, for the present, these categories will suffice. Generally speaking, citrus is referred to as a "ladder crop," and vegetables are referred to as "stoop crops." This is so because of the manner in which the crops are picked.

A significant relationship was established between the type of

TABLE XLVII

A BREAKDOWN OF MIGRATORY WORKER RESPONSE AS TO TYPE OF CROP

Type of Crop	MIGRATORY WORKER RESPONSE	
	Frequency	Percentage
Citrus	3032	33.55
Vegetables	5556	61.48
Nursery	194	2.15
Tobacco	8	.09
Dairying or Dairy Products	20	.22
Fish or Oysters	15	.17
Sugar Cane	36	.40
Other	170	1.88
Tropical Fruits (Limes, Avacados)	6	.07

n=9037

crop worked and the ethnic membership of the migratory worker. Chi-square analysis proved the relationship to be significant at the .001 level of confidence (See Table XLVIII) which indicates a high degree of relationship between the two variables.

The data indicates that Black migratory workers are in citrus and vegetables in approximately the same proportions. White workers, however, show a marked tendency towards citrus work and Spanish-American workers are found in vegetables more than three times as often as they are found in citrus (See Table XLIX).

When further broken down into male and female migratory categories one finds the two corresponding closely,with the exception of the white female worker. Whereas white male workers tend towards citrus work, white female migratory workers tend slightly towards vegetable work (See Table L).

Spanish-American migratory workers obviously show the most extreme tendency to work any one crop of all the ethnic groups under consideration. One of the reasons may be that whereas the other two ethnic groups are represented to a large degree by home-based migratory workers, the majority of Spanish-American workers come into Florida from other states and countries each year. Consequently, the Spanish-American workers are more mobile and can follow the sub-peak migratory activity characteristic of vegetable crops. Economically speaking, vegetables aren't as lucrative as other types of migratory crops and the home based migrants aren't as prone to working them. The situation , however, has shown that the Spanish-American workers will

TABLE XLVIII

A CHI-SQUARE CONTINGENCY COMPARING ETHNIC GROUP OF THE MIGRATORY WORKER AND THE TYPE OF CROP*

ETHNIC GROUP	TYPE OF CROP Citrus	Vegetable	Nursery	Other
Negro	1135	1058	15	71
White	256	196	21	34
Spanish-American	312	1079	37	22

$n=4236$ $df=6$ $X^2=417.47$ $p<.001$

*The ethnic categories not included in the comparison were left out because of the small number of cases they represented. The "Other" category under type of crop is a combination of all the remaining crop categories.

TABLE XLIX

A CHI-SQUARE CONTINGENCY COMPARING ETHNIC GROUP OF THE MALE MIGRATORY WORKER AND THE TYPE OF CROP

ETHNIC GROUP	TYPE OF CROP			
	Citrus	Vegetable	Nursery	Other
Negro	689	563	7	38
White	162	95	15	20
Spanish-American	187	567	23	12

n=2378 df=6 X^2=256.92 p<.001

TABLE L

A CHI-SQUARE CONTINGENCY COMPARING ETHNIC GROUP OF THE FEMALE MIGRATORY WORKER AND THE TYPE OF CROP

ETHNIC GROUP	TYPE OF CROP			
	Citrus	Vegetable	Nursery	Other
Negro	446	495	8	33
White	94	101	6	14
Spanish-American	125	512	14	10

n=1858 df=6 X^2=157.64 p<.001

and do work for less, financially.

Another factor here may be that Spanish-American workers, being for the most part from Texas and Mexico have a tradition of vegetable work. They are more familiar with stoop crops and, as a result, are not prone to work citrus type crops. At any rate, the trend here seems to be that areas growing vegetables can be expected to show greater concentrations of Spanish-American migratory workers.

When asked, "What is your present (usual) job?", migratory workers chose picking or harvesting in 72.82% of the cases, packing, grading, or processing 11.76% of the time, machinery maintenance in 1.94% of the responses, transporting of produce (truck driver) in 3.34% of the cases, cultivation of crop in 6.44% of the cases, and "other" in 3.69% of the responses (See Table LI).

The picking or harvesting category was chosen in nearly three-fourths of the responses. This is so because of the fact that the picking aspect is most ascribed to the migratory worker. Since the other categories of type of jobs are commonly done through local labor and permanent residents, the picking has become an almost exclusive migratory occupation. Permanent grove hands and maintenance men, local males and females working part-time in processing plants, and high school students working on afternoons and weekends comprise the majority of workers in the types of jobs other than picking.

The type of job that a migratory worker is employed in seems to be significantly related to his level of educational achievement. Contrary to previous hypotheses concerning job and educational level

TABLE LI

A BREAKDOWN OF MIGRATORY WORKER RESPONSE
AS TO TYPE OF JOB

Type of Job	MIGRATORY WORKER RESPONSE	
	Frequency	Percentage
Picking or Harvesting	6556	72.82
Packing, Grading, Etc.	1059	11.76
Maintenance	175	1.94
Transport of Produce	301	3.34
Cultivating and Grove Tending	580	6.44
Other	322	3.69

n=9003

of migratory worker, chi-square analysis showed a relationship significant at the .01 level of confidence (See Table LII).

Rank ordering the types of jobs from greatest to least proportion of better educated (grades 9-12) migratory workers shows the "Other" category in the first rank. Next came maintenance type jobs followed by truck drivers, packers and processers, pickers, and cultivating type job categories.

The cultivating type of jobs show the most poorly educated migratory workers of all the job types. The more highly educated migratory workers show greater proportions working in what could be termed skilled occupations (maintenance and transport).

The "Other" category shows the greatest proportion of better educated migratory workers. This may be due to the fact that crew chiefs fell into this category when interviewed. The job type of greatest concern and quantity was the picker or harvester alternative. This,of course, includes the majority of migratory workers and was found to be near the bottom in terms of educational achievement. In other words, in comparing educational achievement with type of job, the job category containing the majority of cases was ranked near the bottom.

Length of time Florida migratory workers have been migrating. It was found that migratory workers in Florida have been migrating for a mean of 9.507 years. The range mean number of years migrating between counties ran from 17.876 years in Seminole County (one migratory worker in Madison County recorded 35 years) to 5.3 years in Hernando

TABLE LII

A CHI-SQUARE CONTINGENCY COMPARING TYPE OF JOB AND EDUCATIONAL LEVEL OF MIGRATORY WORKERS

TYPE OF JOB	EDUCATIONAL LEVEL 0-4 N.	%age	5-8 N.	%age	9-12 N.	%age
Picking	1180	25.4	2111	45.5	1351	29.1
Packing	160	21.1	357	47.2	240	31.7
Maintenance	24.0	17.0	62	44.0	55	39.0
Transport	49	23.2	93	44.1	69	32.7
Cultivation	149	34.6	194	45.0	88	20.4
Other	40	16.9	92	38.7	105	44.4

County.*

That much variation exists among workers in regard to number of years migrating can be seen by the relatively large standard deviation of 7.851 years. The writers personally talked to migrants who stated they had just started migrating or that they had been migrating, "Since I was a baby".

The mean number of years migrating seems closely linked to the average age by county, as would logically be expected. In other words, counties showing lower mean ages of migratory workers also tend to show lower mean number of years migrating, and visa versa (See Table LIII).

Migratory crew association in Florida. The migratory work force in Florida is characterized by a strong tendency towards crew-type work associations. Of the 9005 migratory workers responding, 82.40% replied that they usually worked in a crew, 14.03% stated they usually worked as free-wheelers (independently), and an additional 3.58% reported working in crews and free-wheeling with almost equal frequency.

The crew worker may enjoy many advantages over the free-wheeler, depending largely upon the crew leader or crew chief. In the crew-type work association, it is generally the leader's

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*Counties showing fewer than ten interviews were not considered in determining the range.

TABLE LIII

A COMPARISON OF THE AVERAGE NUMBER OF YEARS MIGRATING AND THE MEAN AGE OF MIGRATORY WORKERS IN SELECTED FLORIDA COUNTIES

COUNTY	MEAN YEARS MIGRATING	AVERAGE AGE	
		Male	Female
Collier	6.565	35.910	32.525
Hillsborough	7.422	30.729	29.339
Palm Beach	9.116	36.563	34.504
STATE	9.507	37.092	34.125
Broward	11.388	38.123	35.052
Hardee	10.239	38.289	34.052
Seminole	17.876	42.708	37.962

responsibility to line up jobs, transportation, housing, and to handle all negotiations with the grower. Consequently, the worker is freed of many responsibilities concerning employment.

However, it is also the crew chief who handles the finances for the crew. Generally, the grower pays the crew chief a lump sum for a certain amount of work completed, and further disbursement of funds is left solely to the leader.

Of course, the crew leader is held in check by the fact that in order for him to make a living he must keep his crew together. As a result, most crew leaders are reasonably honest.

The most important fact here is that the crew chief is a middleman. And in fulfilling that role he is, potentially at least, in the best position to positively alter the migratory life; including the education of migratory children. As was shown earlier,the chief affects over 80% of the migratory workers in Florida.

Two Florida counties show a marked decline in percentages of migratory workers reporting that they usually work in crews. These counties were Collier and Hillsborough, and the percentages of free-wheelers in each were 42.92% and 48.91%, respectively. The reasons for this difference can only be conjectured, since no special effort was made to determine the reasons. However, these counties are differentiated from other Florida counties in that they exhibit a lower mean age for workers, a lower mean family unit size, and a higher concentration of Spanish-American migratory workers.

Hours spent away from home, and hours spent actually working. A sometimes significant fact in the daily life of a migratory worker, is that a large number of hours are spent travelling and waiting for the dew to dry and consequently not earning any wages. The study found that, on the average, the male migratory worker is away from home 10.141 hours per day and the female is away 9.449 hours per day. At the same time, male migratory workers reported that, on the average, they were actually working 9.292 hours per day and female workers, 8.568 hours per day (See Table LIV).

As it stands, the discrepancies between hours away from home and hours actually working are quite reasonable - less than an hour in the cases of both male and female. However, it is generally felt by the writers that this discrepancy, in actuality, is significant

Subjectively speaking, migratory workers generally spend more time away from their dwellings than perhaps even they recognize. Another factor may be that the migratory worker, when interviewed, didn't take into account the many hours he has spent in the field waiting for picking operations to begin. The Citrus Commission Report of 1967-1968 showed migratory workers working considerably fewer hours per day than this study has shown. A final reason for doubting the validity of these findings are the relatively large standard deviations of the mean hours away from home and working.

It would probably be more accurate to place the discrepancy between hours away from home and hours actually working at two hours per day rather than one. The reason for this change, other than those quoted above, is, quite frankly, personal observation.

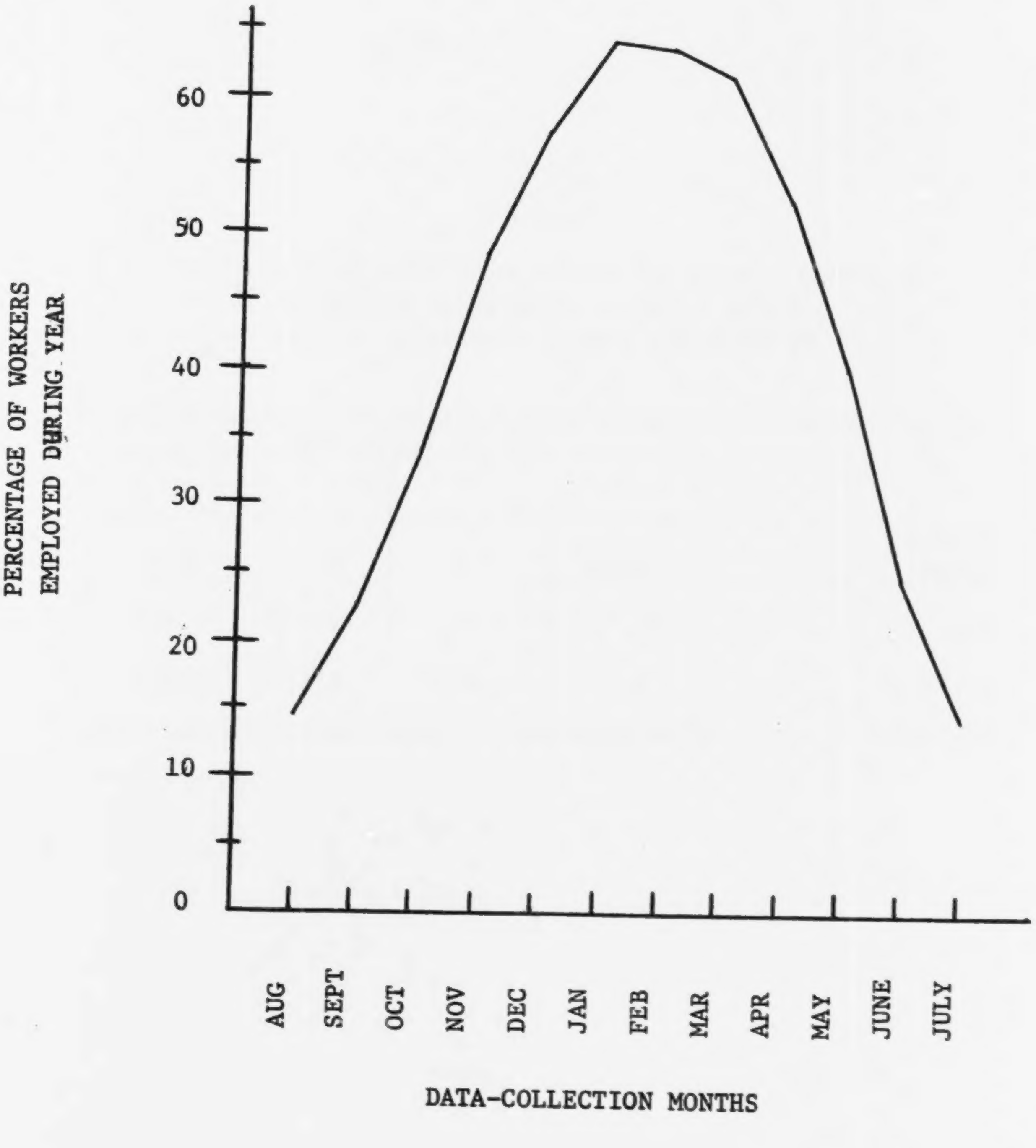
TABLE LIV

A COMPARISON OF THE HOURS AWAY FROM HOME AND THE
HOURS ACTUALLY WORKING AS REPORTED
BY MALE AND FEMALE MIGRATORY WORKERS

	SEX OF RESPONDENT			
	Male		Female	
AVERAGE HOURS	Mean	S.D.	Mean	S.D.
Away	10.141	5.113	9.449	4.866
Working	9.292	6.476	8.568	5.980

FIGURE 25

LABOR REQUIREMENT TRENDS BY MONTH
AS REPORTED BY A SAMPLE OF EMPLOYERS
OF MIGRATORY WORKERS



Number of days worked per week by Florida migratory workers. Any number of factors have a potential influence on number of days a migratory worker can work per week. Rain, crop density, time of year in relation to peak season, illness, and cold weather are all factors to be taken into account when working in Florida's agriculture.

The survey found that male migratory workers in Florida reported 5.226 days as the mean number of days worked per week. In addition, female workers showed 3.926 days as the average number of days they generally worked per week (See TableLV). The range in mean number of days worked per week ran from a high for male workers of 6.05 days in Hillsborough County to a low of 3.343 days in Brevard County.* The female range ran from a high of 5.609 days in Pasco County to a low of 3.000 days in Alachua County.*

It is felt here that while the information quoted above may have been accurate for the relatively short time span it covered; when considered on a yearly basis it is somewhat questionable. Rather than reporting average number of days worked on a long term basis, the migratory workers were more prone to report present average number of days worked. Considering the fact that data collection was done for the large part, during the peak season, it is easily seen how such an occurrence could have taken place.

The extent that this happened can only be estimated. At any rate, it is felt that the average number of days worked per week by Florida migratory workers is lower when considered on a yearly basis.

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*Counties showing fewer than ten interviews were not considered in determining the range.

Number of weeks unemployed per year. One cause of hardship among migratory workers has been the length of time they go unemployed because of the seasonal aspect of agriculture. This is dependent upon many factors, such as weather and crop conditions, during a particular year.

It was found that in Florida the male migratory workers averaged 4.956 weeks per year unemployed and females averaged 6.724 weeks per year unemployed.

TABLE LV

MALE AND FEMALE MIGRATORY WORKER RESPONSE
AS TO AVERAGE NUMBER OF DAYS
WORKED PER WEEK

SEX OF RESPONDENT	NUMBER OF DAYS	
	Mean	S.D.
Male	5.23	1.49
Female	3.93	2.24

male n=7964 female n=5429

The standard deviations for the male and female average weeks unemployed figures quoted above were 5.680 weeks for male workers and 7.251 weeks for female workers. Needless to say, the standard deviations are comparatively large in relation to means.

This means simply that there is very little consistency among migratory workers in average weeks unemployed. The range of male weeks unemployed ran from 9.800 weeks in Alachua County to a low of 2.562 weeks in Hendry.* One migratory worker in Jackson County reported an average of seventeen weeks unemployed.

A probable factor in the reporting of unemployment figures is found in the migratory worker's concept of unemployment. A worker may consider himself employed when he has migrated to a locale and been promised a job, even though he may not be working because of inclement weather. An example of this occurred during the extreme cold spell in Florida in late December and early January 1968-1969. During this time usual agricultural activities almost came to a halt, placing a large portion of the migratory laborers out of work.

One would consequently expect the reported weeks of unemployment to rise during the ensuing months, because of the atypical employment situation. However, workers reported no significant increase in the unemployment situation.

Personal knowledge of several cases in which migratory workers are out of work anywhere from eight to fifteen weeks per year cause the writers to look upon the unemployment figures as being somewhat low.

The unemployment figures on a monthly basis showed that the male migratory workers interviewed in November had the most weeks of unemployment (See Figure 26). This is likely due to the fact that in November agricultural operations haven't started into full swing and migratory workers who are in the state then are not working very steadily, if at all. Unemployment figures for the past year generally decline from November on, with the exception of January which shows a slight rise; figures steady during the last three months.

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*Counties showing fewer than ten interviews were not considered in determining the range.

The reported female unemployment during the past year shows November and February to be the months of peak unemployment. The monthly differentiation of female unemployment tends to show pronounced increases and declines. This may be due to the fact that the female migratory worker fulfills a supportive earner role, except in the case of single female workers.

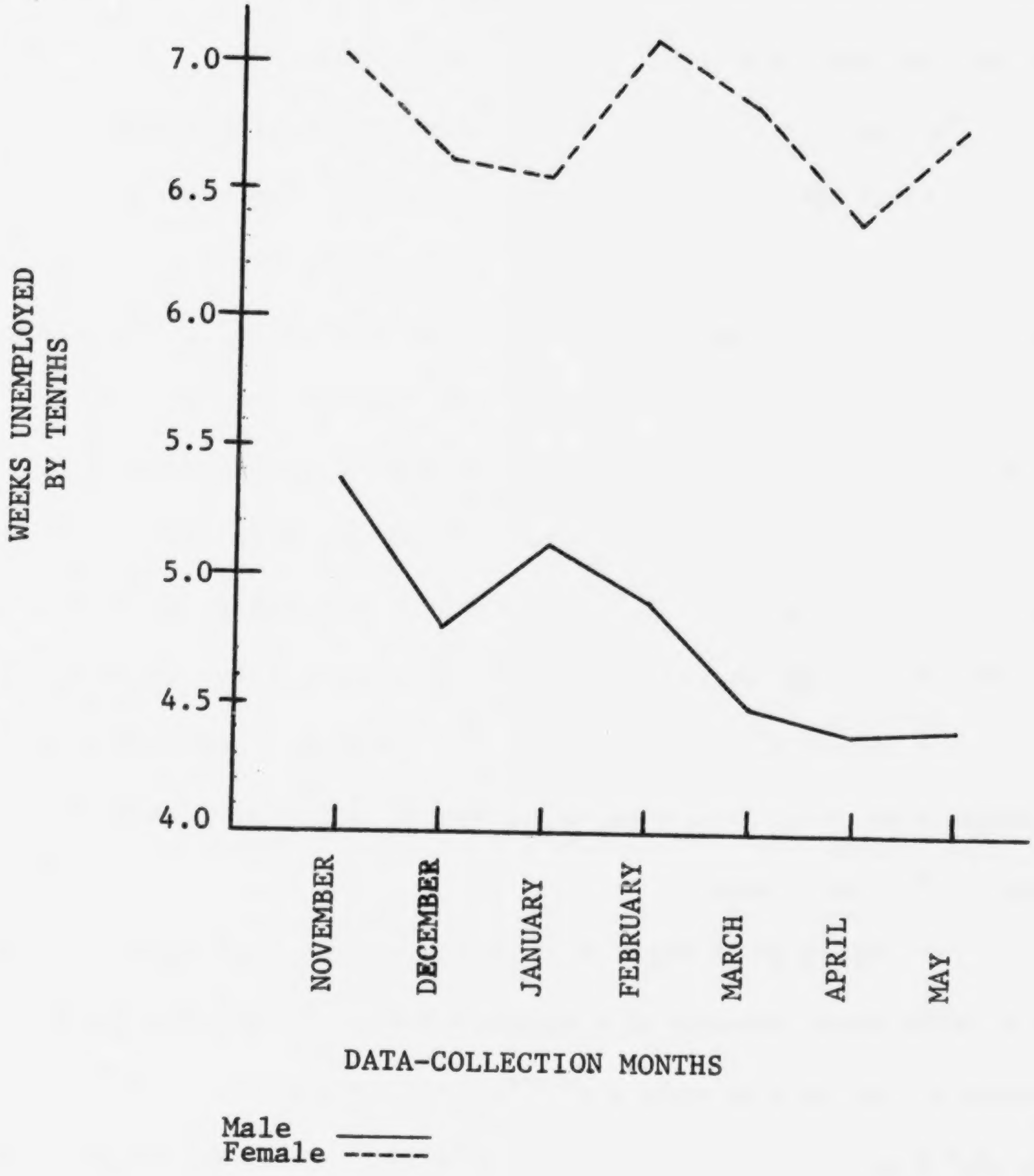
Once again,the writers would caution the reader concerning the validity of the unemployment statistics. The large standard deviations suggest that wide variations exist among migratory workers in regard to reported unemployment. The writers feel that the weeks of unemployment figures should be considerably higher.

General migratory working conditions as they relate to the grower. This subsection of the chapter is based on the findings compiled through the interviewing of growers and employers of migratory labor. It will deal briefly with information of concern related to the working conditions of migratory labor.

During the course of Phase II data collection, 491 growers or employers of migratory workers were interviewed throughout the state. When asked. "What is your primary type of business?", the

FIGURE 26

REPORTED AVERAGE WEEKS UNEMPLOYMENT DURING THE PAST YEAR BY MALE AND FEMALE MIGRATORY WORKERS BY MONTH



employers responded as follows: 71.84% farm or grove, 10.77% processing or packing, .21% maintenance (trucks, etc.), 1.66% trucking, 1.24% fishing or oystering, 1.04% dairying or ranching, 6.21% "other", and 7.04% more than one primary type of business. These figures correspond quite closely with percentages of migratory workers responding to type of job (See page 168) they normally held.

The employers concerned with growing or processing were asked about their primary type of crop or product. The employers responded as follows: 38.54% citrus, 46.25% vegetables, 5.62% nurserys, 0.0% tobacco, .83% dairying, 1.25% fishing or oystering, 2.08% sugar cane, 3.13% "other", and 2.29% more than one type of crop or product. Again, these figures correspond closely with the migratory worker response as to what type of crop they were working in, with the exception of vegetables (See page178). The growers of vegetables accounted for only 46.25% of the employers whereas migratory labor working in vegetables accounted for 61.48% of the workers. Apparently growers of vegetables require a greater number of migratory labor than do growers of other crops.

The employers interviewed in the sample were asked to project their labor requirements on a monthly basis. Since the interviewed employers represented only a portion of the growers in Florida, absolute numbers of required workers would not be meaningful. However, trends in labor requirements can be determined.

In Figure 25 we can see the labor requirement changes by month. It appears that the labor requirements rise rapidly and steadily, starting in August and September, until the peak months of December, January and February are reached. Here rapid and steady decline sets in until August is again reached.

The employers overwhelmingly felt that labor requirements this year were approximately the same as last year's requirements (See Appendix). During the months of December, January, February, and March, the remaining employers (employers who didn't show the same labor requirements as the previous year) more often felt they needed a greater number of workers than in the previous year and in the remaining months there was shown to be a decreased need for workers compared to the previous years. The most likely explanation of this occurrence is simply that there often exists a labor shortage during peak season months.

In conjunction with the above, 55.79% of the employers interviewed felt it was becoming more difficult to obtain migratory labor. In addition, 36.78% felt that migratory labor access remained fairly constant from year to year and 7.44% felt migratory labor was becoming easier to obtain.

This may suggest that migratory labor is unable to meet the present and future demands of Florida agriculture. If this is so, either mechanization,or improvement of the migratory workers' lot must be immediately initiated in order to meet these demands.

General comment on migratory working conditions. The purpose of this subsection of the chapter is two-fold. First of all, it is to provide a concluding statement to this general section. Second, it will serve as an attempt to put the statistics and findings of this section intc better perspective.

The simple truth is that statistics alone cannot possibly tell the whole story. They cannot convey the long hours spent in the field without sanitary facilities, or the hours spent travelling on overcrowded unsafe buses, or the long hours in the sun without respite only to find that one is paid less than he thought he had earned, or the insecurity of a day-haul, or of watching wives and children grow old before their time, or the frustration of the inability to positively direct one's own life.

Migratory workers in Florida experience these conditions as a matter of course. The working conditions in which the migratory worker must labor are left to the discretion of the employer, since farm work has been left out of most union, bargaining, and guaranteed working condition legislation. And the legislation that does exist concerns the migratory worker in only a peripheral sense, and is rarely if ever enforced.

The handling of poisons and pesticides is a case in point. Legislation supposedly covers the handling and use of pesticides, yet each year deaths and injury occur because of the lack of proper safety equipment and instruction.

The whole point here is that the migratory worker has no means of protesting, no unemployment insurance, no workman's compensation, no disability insurance. This seems unusual in contemporary America, where virtually all workers have at least a minimum of guaranteed security.

An indication of migratory dissatisfactions with working conditions was given when 75.32% of the workers interviewed said they would like to stop migrating. Of this 75.32%, 24.14% said they would like to work on farms, 20.09% stated a preferrence for construction work, 25.23% indicated a trade, 5.51% desired office work, 7.48% indicated domestic or service type occupations, and 17.55% chose the "other" category (See Table LVI).

Perhaps it is a little easier to understand why over 54% of the employers of migratory workers felt that migratory labor is becoming harder to obtain (See page 143). General dissatisfaction appears to be evident throughout the migratory worker community.

VI. WORKING CONDITIONS OF MIGRATORY CHILDREN

This section of the chapter deals with general information concerning the working migratory child. The term migratory child refers to all children of migratory worker parents who are seventeen years of age or younger.

The general topics covered in this section include ages at which migratory children start working, what type of work is done and the hours the children generally work. It should be noted here that the researchers involved in Phase II generally felt that the information gathered for this subsection was somewhat biased. Because of child labor laws, and compulsory attendance school laws, and the consequent migratory workers' reluctance to admit to outsiders any infractions of

TABLE LVI

MIGRATORY WORKER RESPONSE AS TO TYPE OF WORK THEY WOULD MOST LIKE TO DO IF THEY WERE TO STOP MIGRATING

TYPE OF WORK	MIGRATORY WORKER RESPONSE	
	Frequency	Percentage
Farm	1682	24.14
Construction	1400	20.09
Trade	1758	25.23
Office	384	5.51
Domestic	521	7.48
Other	1223	17.55

n=6968

them, the information presented in this section may underrepresent the situation as it actually exists. This should be kept in mind while reading the section.

Ages at which migratory children begin working. Migratory children generally begin working at a relatively early age. Statewide, the mean age for migratory children to start working was 12.041 years for the male child and 11.858 for the female child (See Table LVIII). In three of the counties showing high concentrations of migratory workers; namely, Broward, Polk and Orange Counties, the mean ages for male children starting to work were 10.156 years, 10.957 years, and 11.546 years, respectively. The main factors differentiating these counties from other Florida counties is the ethnic composition of migrants. These counties primarily represent Black migratory workers which may suggest a relationship between ethnic group and age children start working.

Further evidence to suggest a relationship between ethnic group and the age children start working can be found in Collier, Hillsborough, and Hardee Counties. These counties represent primarily Spanish-American migratory workers and generally show a high mean age of children starting to work (See Table LVII). The evidence suggesting a relationship between ethnic group and the age children start to work is far from conclusive and would bear further substantiating through research before a definite relationship could be established.

An indication of how prevalent migratory child labor is may be

TABLE LVII

A COMPARISON OF THE AVERAGE AGE MIGRATORY CHILDREN START WORKING IN COUNTIES REPRESENTED BY SPANISH-AMERICAN MIGRATORY WORKERS AND NEGRO MIGRATORY WORKERS*

	AGE STARTING TO WORK	
COUNTY	Male	Female
Broward	10.156	9.534
Polk	10.957	11.038
Orange	11.546	11.686
STATE	12.041	11.858
Hardee	13.109	13.086
Collier	13.862	14.269
Hillsborough	14.000	12.800

*The first three counties listed represented Negro workers and the last three represented Spanish-American workers.

found in the 32.84% of the migratory workers interviewed reporting that their children worked to earn money. This figure may seem low when considering what is usually heard concerning the age categories of migrant children, however, we find that children aged eleven years and below make up 69.35% of the migratory child population, leaving 30.65% of the children at or above an age similar to the mean age of children starting to work.

This probably means that the percentage of families having children aged twelve and older, actually working, nears 100%. In other words, if you consider only those families with children's ages at or above the average starting-to-work age, the percentage of migratory children (as reported by parents) working, would rise considerably.

TABLE LVIII

REPORTED AVERAGE AGE AT WHICH MALE AND FEMALE MIGRATORY CHILDREN BEGIN WORKING

SEX OF CHILD	AGE	
	Mean	S. D.
Male	12.041	3.454
Female	11.858	4.413

Type of work done by migratory children. The migratory worker parents, in reporting what types of work their children usually did, stated that 82.64% of the male children and 68.91 of the female children did farm work (picking, packing, etc.). In addition, 9.94% of the male children and 9.35% of the female children were involved in odd jobs other than farm work, 10.12% of the females were employed in baby-sitting, and 7.42% of the male and 11.62% of the female responses indicated the "other" category (See Table LIX).

If these figures give any kind of indication of their possible aspirations toward realistic employment in the future, it would appear that most of the migratory children will follow in their parents' footsteps. This would need to be further investigated before generalizations could be made, however.

Personal observation of the writers have shown that most of the children are working as pickers, harvesters, or at associated tasks. Often times the younger children will start under the trees picking up the fruit that is dropped while picking is in the operation. Usually, with the ladder crops such as oranges, the children are not strong enough to handle the ladders and picking sacks until they become more physically mature. In stoop crops, however, children have an advantage over the elders in that they don't have so far to bend over.

Quite frequently the children go to the fields with their parents to assist them so as to increase their productivity. Managing tasks, such as keeping the parents supplied with picking sacks or buckets, gives the parents more time in which to pick and, consequently, make more money. One writer has personally observed children of age and five years completing these tasks. As the children become older they assume the role of the full-fledged migratory worker.

TABLE LIX

A BREAKDOWN OF THE PERCENTAGES OF MIGRATORY WORKER RESPONSES AS TO THE TYPES OF JOBS THEIR MALE AND FEMALE CHILDREN WORKED

TYPE OF JOB	SEX OF CHILD	
	Male	Female
Farm Work	82.64	68.91
Odd Jobs	9.94	9.35
Baby sitting	NOT INCL.	10.12
Other	7.42	11.62

n=1619 n-1155

Number of hours worked by migratory children. On a statewide basis, male migratory children worked an average of 18.205 hours per week and female children worked a mean number of 16.262 hours per week (See Table LX). Counties in which vegetables are the basic agricultural commodity tended to show children working a greater number of hours per week (See Table LXIII). This may be due to the fact that these counties also tend to show migratory children starting to work at an older age (See also LXIII).

When migratory workers were asked if their children worked part-time while going to school, 24.72% said their male children did and 14.97% said their female children did. The parents further reported that 41.12% of their male children and 44.84% of their female children did not work part-time while going to school. Not-applicable responses were responsible for 34.16% of the male cases and 40.19% of the female cases.

The not-applicable response category included families with pre-school children, families whose children do not work, and families whose children have left home. The migratory workers who responded that their children did not work part-time while going to school included families with children not working during the school year, but possibly during the summer months, families with children too young to have started working, and families with children not in school, but working part or full time.

If the not-applicable responses are eliminated from the computing of the percentages note that 37.6% of the migratory workers have male children working part-time while going to school and 27.1% have female children working part-time while in school. These figures would seem somewhat low except for the fact that those children not in school but working are not included in the category of part-time work while going to school.

A rough estimate of the percentage of children represented by the "don't work part-time while going to school"category who work but aren't in school can be gained through subtracting the number who do work part-time from the total number of children who work. This gives a basis upon which to found the estimate. As it turns out, approximately 53% of worker responses showing children not working while going to school represent children working but not in school.

TABLE LX

NUMBER OF HOURS PER WEEK WORKED BY
MALE AND FEMALE MIGRATORY CHILDREN AS
REPORTED BY THEIR PARENTS

SEX OF CHILD	HOURS PER WEEK	
	Mean	S. D.
Male	18.205	15.190
Female	16.262	14.752

General comment on the working of migratory children. It would be safe to say that upon reaching the age of twelve and above, the majority of migratory worker children work, either on a part-time basis while attending school or in some other manner. Comparatively speaking, it would not be illogical to say that migratory children begin to work at a younger age and work longer hours than would children representing a normal population. In short, work plays a much more important role in the migratory child's life than it does in the lives of children of the United States as a whole.

It is not hard to imagine the effects this may have on the migratory child, although no special effort was made to determine its extent. Migratory children are more self-sufficient. They begin fending for themselves at an earlier age than most children. They are working when other children are playing and studying. The migratory child is knowledgable about harvesting and agriculture through his experiences in the field. He generally has traveled more widely than most children. He has experienced the handling of money and has experienced buying things with money he has made. All of these aspects are generally ruled valuable by educators throughout the United States. These are, for the most part, valuable skills and traits that the schools try to instill in their students.

And yet, migratory children drop out of school beginning at a younger age and in greater numbers than virtually any other sub-population. Whether or not the working aspect of migratory children is a cause or an effect of the relative non-success of migratory children in school is a difficult question to answer. After working for a time, migratory children find the school is not meeting their needs, is not realistic in terms of their experience, and they drop out of school. And it may be that the attractiveness of the financial aspect of work draws the children from school.

At any rate, it would seem that at least some aspects of the migratory child's background would be valuable in terms of educational benefit. Rather than regarding the child's background as detrimental, educationally, perhaps the situation should be reversed for the benefit of the entire school.

The schools are not altogether to blame for the existing situation. Certainly the lack of educational background on the parents part, the aspect of economic necessity, and other factors must share the blame.

VII. MIGRATORY WORKER INCOME

This section of the chapter deals directly with the critical economic aspect of migratory workers existence. The income of the migratory family will be dealt with and broken down to provide a composite examination of this factor.

Income of the adult migratory worker. Phase II findings showed that male migratory workers made $73.70 per week, and female workers $50.78 per week, average income, as reported by the migratory workers interviewed (See Table LXI). The corresponding standard deviations for the male and female income figures were $44.85 and $33.08.

The survey design incorporated into the Phase II study took into account the fact that in asking people to report their own incomes the figure is generally exaggerated. The general feeling here is that this is what happened.

It is not felt that the above average incomes are unusual in the sense that they never occur as many migratory workers will make $150 in a good week. It is felt, however, that they are exaggerated when considered as averages.

TABLE LXI

REPORTED AVERAGE WEEKLY INCOME OF MALE AND FEMALE MIGRATORY WORKERS

SEX OF RESPONDENT	WEEKLY INCOME	
	Mean	S.D.
Male	$ 73.70	$ 44.85
Female	$ 50.78	$ 33.08

n=7572 n=4384

The most likely explanation for the averages being so high is that when migratory workers were asked their average weekly income, they responded as to their best week or better weeks, in terms of income, rather than quoting accurate averages. Another factor is that, in a large number of cases, when first asked average weekly income the migratory worker responded that he didn't know. He would then proceed to roughly figure it out and quote a figure. As the data collection took place, for the most part, when the working situation was relatively good, the figure most likely to stick in the workers minds was the most recent. Hence, the average reported income was exaggerated when compared with a realistic estimate of the actual average, spaced over a period of time.

Other factors contributing to the situation, are the standard deviations of the male and female income figures. Here again, they are quite large in relation to the respective means. This is an indication that very little agreement exists among the workers as to average income per week.

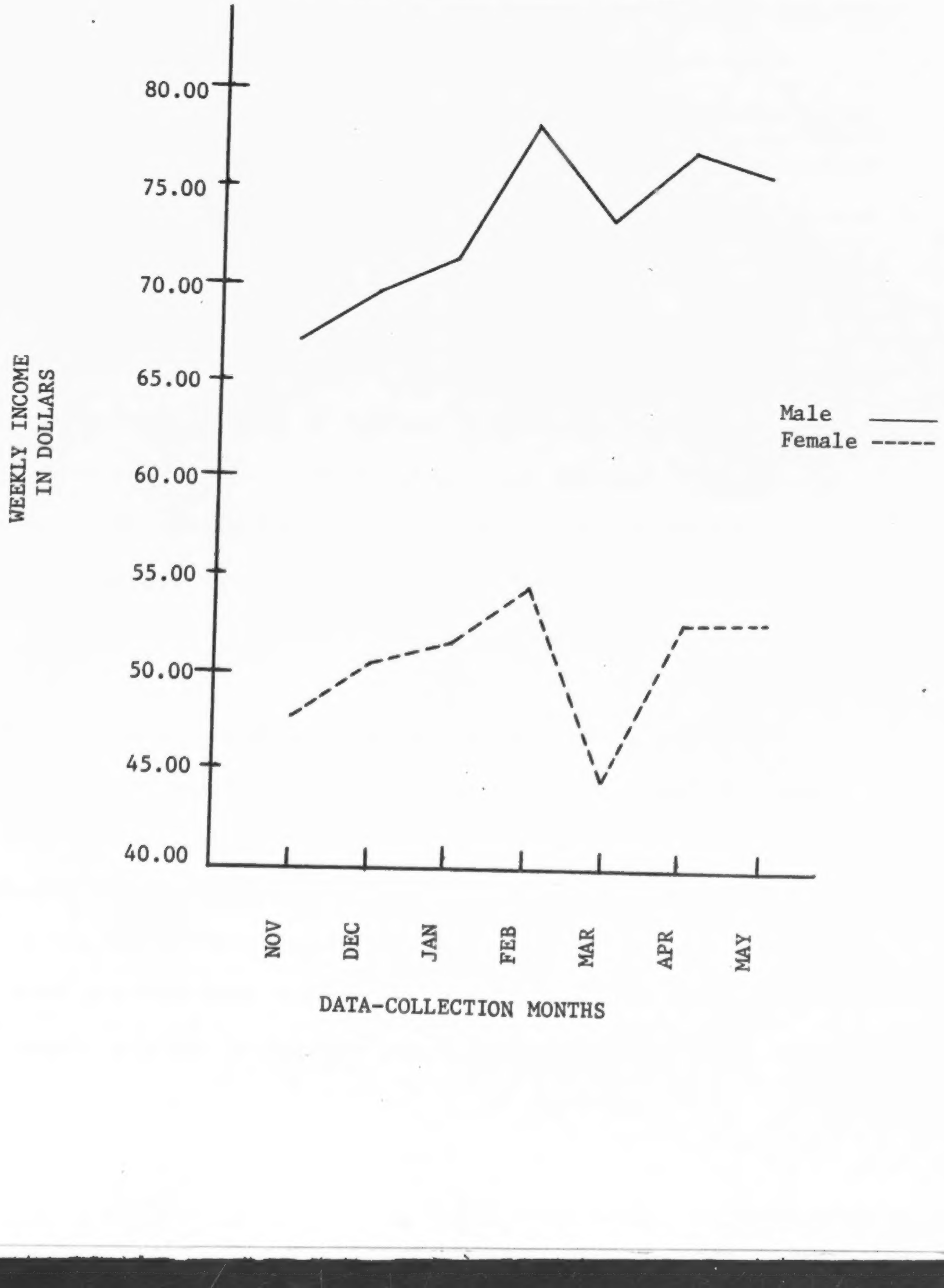
Logically, one would assume that conditions being what they are the average income would probably not vary more than thirty dollars either way. However,the findings do not bear this out.

One other possible explaination exists. Namely, the average income of migratory workers was bi-modally distributed. This type of distribution could be caused by crop, county or even time of the year variation and would cause extreme standard deviations,such as occurred.

The trends of the increase of reported weekly income by month are shown in Figure 27. Both male and female average incomes rise to a peak in the month of February and then decline, somewhat erratically. This trend gives credence to the fact that the incomes reported by migratory workers represent better weeks' income and not the true average income. If migratory workers were reporting true average weekly incomes based on a year's length of time,the figure

FIGURE 27

TRENDS OF VARIATION IN MIGRATORY WORKER REPORTED AVERAGE WEEKLY INCOME



would vary little from month to month. What is shown by Figure 27 is the rise in average monthly incomes as the peak season approaches and declines.

One would expect incomes to rise as peak seasons approach because of increased employment, longer hours, and rises in wages and piece work rates. Extrapolating the migratory worker's income while in Florida based on the monthly mean income figures, we find the male worker averaging $2052.36 and female workers averaging $1422.44 for the seven month period. Given that the migratory workers most profitable season in terms of income is that spent in Florida, one could project the workers annual income at approximately $2800 per year for the male and around $1900 for the female, on a yearly basis. This is a somewhat lower figure than what would be gained in figuring annual income on the basis of the reported average weekly earnings of the migratory workers.

This would give an annual average income when both parents are working of approximately $4700 per year. The writer would caution the reader to interpret this income in light of the previous findings; namely, the average family unit size and the average number of weeks unemployed for migratory workers.

Income of migratory children. It was found that the children of migratory workers who are working, part-time or otherwise, average $25.64 for males per week, and $20.20 for females per week (See Table LXII). In counties where the migratory children started working at an older age, the average weekly incomes tended to be higher, and in the counties reporting children starting to work at an earlier age, the average weekly incomes tended to be lower (See Table LXIII).

Again, the relative size of the standard deviations show the information reported regarding the average weekly income of migratory children to lack consistency. This is probably due to the varying practices of children working from county to county, as well as the fact that the parents were reporting the income figures for the children.

TABLE LXII

THE AVERAGE WEEKLY INCOME OF MALE AND FEMALE MIGRATORY CHILDREN, AS REPORTED BY THEIR PARENTS

SEX OF CHILD	WEEKLY INCOME	
	Mean	S.D.
Male	$ 25.64	$ 21.52
Female	$ 20.20	$ 19.02

n=1487   n=946

The important thing here is that a proportion of the migratory children do have some amount of money available. Often times the money is put in the family larder,but most children earning money keep at least a portion for themselves.

Considering the average age at which migratory children start to work, many of the children earning money are quite young. In other words, the spending habits of migratory children are initiated

TABLE LXIII

A COMPARISON OF THE AVERAGE WEEKLY INCOME OF WORKING MALE AND FEMALE MIGRATORY CHILDREN AND THE AVERAGE AGE THEY START WORKING IN SELECTED FLORIDA COUNTIES

COUNTIES	AVERAGE INCOME AND AGE			
	Male		Female	
	Age	Income	Age	Income
Broward	10.156	$18.62	9.534	$11.35
Polk	10.957	$18.23	11.038	$10.42
Orange	11.546	$13.54	11.686	$12.88
STATE	12.041	$25.64	11.858	$20.20
Hardee	13.109	$36.44	13.086	$26.95
Collier	13.862	$36.67	14.269	$32.58
Hillsborough	14.000	$32.41	12.800	$17.37

at an early age. Economic and environmental factors of migratory life most probably have a detrimental effect on the working migratory child's spending habits and as a result he establishes, quite young, a generally poor money management sense.

This is an area in which the public schools could definitely prove beneficial. Money management training on a pragmatic level, started at an early age, could positively affect the migratory worker's life style.

Income level and ethnic group. In order to determine whether a relationship exists between the ethnic background of migratory workers and their reported income level, a chi-square analysis was computed. The ethnic group categories were abridged to include only Negro, White and Spanish-American as the remaining two categories did not comprise a high enough frequency to meet the assumptions underlying the use of chi-square analysis. Further, the reported average incomes were categorized according to thirty-dollar class intervals ranging from zero to $150.00 for males, and zero to $120.00 for females. This gave the male analysis five income categories, and the female four.

The findings indicate that a strong association exists between ethnic group and income level of migratory worker (See Table LXIV). A chi-square value of 120 with eight degrees of freedom for the male workers, and a chi-square of 65.84 with six degrees of freedom for the females, places the significance level for both at better than the

TABLE LXIV

A CHI-SQUARE CONTINGENCY RELATING ETHNIC GROUP AND INCOME LEVEL OF MALE MIGRATORY WORKERS

ETHNIC GROUP	INCOME LEVEL IN DOLLARS PER WEEK				
	$ 0-30	$ 31-60	$ 61-90	$ 91-120	$121-150
Negro	118	342	561	162	49
White	12	92	83	21	4
Spanish-American	51	425	281	81	13

n=2295 X^2=120 df=8 $p < 001$

TABLE LXV

A CHI-SQUARE CONTINGENCY RELATING ETHNIC GROUP AND INCOME LEVEL OF FEMALE MIGRATORY WORKERS

ETHNIC GROUP	INCOME LEVEL IN DOLLARS PER WEEK			
	$ 0-30	$ 31-60	$ 61-90	$ 91-120
Negro	584	693	169	32
White	120	92	22	3
Spanish-American	473	278	74	10

n=2550 $X^2=65.84$ df=6 p .001

.001 level.*

The largest differences in the male comparison existed between the North American Negro and the Spanish-American migratory worker. Looking at Table LXV we see that, whereas the highest cell frequency for Negro workers was in the $61-90 category, the Spanish-American workers clustered one category lower in the $31-60 income category. The North American White males tended to follow the same pattern as the Spanish-American workers, although not to the same degree. Also, the Black migratory workers showed higher percentages falling into the $91-120 and $121-150 income categories than did the other ethnic groupings of workers.

The female workers generally followed the same trend as the males except that the most frequent income cell frequencies were one category lower than their male counterparts. Over 87% of all the females made $60 or less reported average weekly income. One reason Black female workers tended to make more money may be because they work longer and more consistently than the other ethnic groups of female workers. However, this point would need more substantiation before it could be considered conclusive.

The reasons for the differences existing between the male and female analyses quoted above, are obvious. Females don't work as much, as fast, or as long as the males. The females carry the primary responsibility for the family and consequently are not able to be as financially productive as the males.

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*This means that in only one case per thousand would you expect a difference this large to be due to a chance alone.

The reasons for the differences existing between the ethnic groups of male and female migratory workers is much more obscure. It could be that as Spanish-American workers are usually found working in vegetables and vegetables are not as lucrative to the workers as other crops, such as citrus, the Spanish-American worker's income is thereby lowered. Another contributing factor here is that workers in vegetables generally have to move more frequently than citrus workers.

Florida, being a home-based migratory state, has large numbers of Black migratory workers who live in Florida. These workers would logically have more employment contacts than the Spanish-American workers, who usually migrate to Florida from other states. It is also conceivable that the language barrier would appreciably affect the Spanish-American migratory worker's ability to gain employment contacts except through a crew chief.

A combination of the above factors account at least in part, for the ethnic variation in income levels. Florida Black migratory workers generally move a fewer number of times, are more familiar with Florida agriculture, have more employment contacts, and tend to work in citrus more than their Spanish-American fellow-workers.

Income and years migrating. It was found that no definite patterns concerning income per week and years migrating could be established. Whereas, in the majority of occupations, tenure and income are positively correlated, this relationship could not be established here. In other words, migratory workers show no definite increase in average weekly earnings as their years of migrating increases.

The reasons for this are that the wages and piece-work rates remain relatively fixed for all workers. The only way for a migratory worker to increase his weekly income is through working longer hours. Hence, the fact that a worker has been migrating a number of years is not taken into account, except perhaps, in increasing his proficiency.

Final comments on migratory worker income. The income of the migratory worker, of course, is basic to the welfare of his family. It is the reason he works under less than ideal conditions,and continues to do so. In many instances, the worker has known no other way of life.

Migratory workers can and do make considerable amounts of money at various times throughout the seasons. However, taking into account the slack times, the weather, the crop conditions, and health factors, the worker can never know from day to day what will happen next. Most Americans are aware of their financial income on a regular basis and can plan accordingly. The migratory worker can never be certain of something as fundamental as a year's income.

The extent that this basic factor affects the migratory worker and family may never be known, but the writers would surmise it to be considerable. The next section of the chapter, dealing with economic conditions, may help to clarify the situation.

VIII. ECONOMIC CONDITIONS OF THE MIGRATORY FAMILY

This section is primarily to serve as a culmination of the findings reported in the previous sections of the chapter. Although some new findings will be presented, this section will deal mainly with inferences and interpretations of the previous sections.

It was beyond the scope of the Phase II survey to determine much more than contributing factors to the economy of the migratory family. To have done so would have been to limit the study to a small sample of migratory workers which would have been studied extensively with sophisticated techniques,and this was not the purpose.

The study has provided much information that can be directly or indirectly extrapolated as composites of the economic structure of the migratory family. It is mainly on these facts that this section will dwell.

The cost of housing. A fundamental consideration in any family economic structure is that of the cost of housing. It was found that, on the average,the migratory family pays $12.11 per week for housing. Again, the standard deviation of $5.96 would indicate a great deal of variation among migratory workers in amount of rent paid per week.

This may be caused, in part, by the practices of employers providing housing rent free to those workers employed by his farm or corporation. Usually in these cases the workers are responsible for payment of utility charges (electricity, gas, etc.), but this is not necessarily so.

Personal observation indicates that in urban areas rent tends to be more stable than in rural areas where the rents charged often vary considerably from house to house. Rents are sometimes charged according to the number of occupants living in the dwelling, but to what extent this practice is carried on is unknown.

The rents reported by migratory workers seem quite reasonable in light of present day housing costs; but one must remember what is being paid for. The housing generally used by migratory workers can nearly always be judged substandard in some aspect. Nearly half of the homes of migratory workers interviewed didn't have a functional flush toilet or tub or shower. The average number of rooms per dwelling was a little over three with an average number of bedrooms being one and one third (See Chapter V for a more detailed analysis). The mean family unit size reported earlier was 4.707 persons. It would be a stretch of the imagination for anyone to say that rents charged for migratory worker dwellings are cheap.

Nearly 7% of the migratory workers interviewed reported owning their own homes. The home-owner migratory workers are ordinarily those who are crew chiefs and older workers whose children have left home. They represent home-based migratory workers who only move once a year or whose families stay behind.

In considering family income, rent plays an important part, not so much as a financial drain (although this is critical in many instances), but as an example of overpayment for what is received in return. This may also be a crucial factor in the migratory worker's general disrespect for the places in which he lives.

Possessions of the migratory family. Persons living a mobile existence have only a limited opportunity with regard to accumulating personal possessions. Most possessions owned by migratory workers relate directly to their means of making a living. The automobile, some picking sacks, and possibly a few tools constitute the male worker's possessions. The females and children usually have a favorite rug, curlers, pictures of movie stars and popular singers, and similar bits of personal paraphenalia. The family as a whole may possess a television, radio, or record player and pictures of grandparents or family members as well as some religious objects.

The fact predetermining having possessions in the migratory family is the ease of packing and moving. This means no furniture, appliances, curtains, or anything of sufficient size and weight to make it awkward to move.

The migratory child usually has no books, chalkboards, toys other than sticks and bottles, bicycles or anything to add variety to his environment. This may be an additional factor causing the migratory children to start to work at an early age. The migratory child, being quite close to the physical presence of the parent's work, and having few other distractions, naturally begins working.

In the case of possessions, the economy of the migratory family has a direct bearing on the children during the formative years.

The consequence can only be guessed at, but it is not hard to imagine school difficulties, personality problems, and extreme sibling rivalries having their roots in the lack of possessions (especially in terms of contemporary mass media advertising). What may be even more tragic is that the migratory family feels that the chances of this ever changing are very small.

Economic problems in the school. Migratory workers were asked to choose from a list of eight different school problems, those which had caused difficulty for their children. The two directly economic problems listed; namely, problems with adequate clothing and problems obtaining school supplies, ranked first and third among the responses to the list of eight (See Chapter V for more detailed analysis).

It is extremely difficult to separate the problems encountered in school from any facet of the migratory family. However, the two above-named problems are most closely linked to the economic aspect.

Nearly 20% of the responses indicated adequate clothing was a problem. Over 14% listed obtaining school supplies as a problem they have encountered in the schools. It is not hard to justify these problems as being basic. Without adequate clothing or school supplies in nearly one-fifth of the cases, it becomes a little easier to understand the dropout rate of migratory children.

The third most frequently named problem was that of difficulty with course work. It is no doubt directly related to the problems of inadequate clothing and obtaining school supplies. It would be no great feat to extend the relationship of economic and school problems into areas of conflict with students, teachers, and other related problems.

The most serious consideration here is, however, the fact that the most common problem migratory parents have indicated for their children in school is something as basis as adequate clothing. The findings give substantial credence to the idea that the problems of the migratory family are most fundamentally economic.

One more point should be considered. During the past year, it was reported that 699 migratory children were rejected when they applied for free lunches in school. It seems inconceivable that any child should be allowed to go hungry for any reason.

Additional factors in the economy of the migratory family. Several factors of the migratory economy are so taken for granted by most people that they are scarcely given much thought. One of these factors is that of comparison shopping. Whereas most homemakers can purchase food, clothing, and other necessities at a considerable saving through comparison shopping, the migratory homemaker is scarcely afforded the opportunity.

The migratory homemaker generally works long hours and lives a considerable distance from conventional shopping centers and marketing areas. She hasn't the time or energy, on the one hand, nor the physical proximity to supermarkets and discount stores on the other, with which to make shopping a saving enterprise.

The areas in which migratory workers live are served by small company and individually-owned stores. These stores generally have higher prices and offer much less of a selection of groceries, meats and goods than do other stores.* The one advantage they do offer is convenience, which is an important factor after a hard day of picking and stooping.

As a result, grocery shopping is ordinarily a day-to-day activity; certainly not an economical method. Of course, since food storage and refrigeration is usually less than adequate, this seriously limits the amount of meat and produce that can be kept in the home at any one time.

Another common practice in areas of migratory residence is that of soliciting and door-to-door peddling. These "salesman" purchase clothing and goods at local discount stores and sell them to the workers at a considerable price-hike. The exploitation works simply because the family is isolated and doesn't have the opportunity for comparing any prices.

Financing and credit, economic aspects that play a large part in the nation's economy,are virtually non-existent in the migratory economy because of unstable residence and income. The resulting consequences are poor goods at high prices. This plays a most serious role in the purchasing of automobiles.

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*Often times these enterprises close down when the workers leave to go other places.

The car is essential to the migratory worker's livelihood and yet he invariably has to settle for a substandard vehicle. He cannot afford to purchase an adequate auto without financing, and he generally doesn't receive financing except at high interest rates. The results are vehicles in constant disrepair and another example of paying more for less.

The above is an example of what has been uncovered by studies of impoverished groups in the United States. The migratory worker does have money and no one can doubt that he works hard for it. It is the economic forces in his environment that keep him down. Until at least a minimum level of security and income can be established, the situation will persist and quite possibly grow more serious.

A contributing factor to this is what the writers term the day-haul psychology of migratory workers. Day-haul is a term used to refer to the practice of paying workers for each day's work at the end of the day, rather than weekly or monthly. Although the practice is largely gone today; it was ubiquitous until a short time ago and it is felt that it remains a strong influence on the migratory worker economy.

The day-haul produces a day-to-day existence simply because cash is received at the end of each day's work. The derivative of this is a day-to-day economy that permeates every aspect of migratory family life. The money trickles in rather than comes in as a larger weekly sum and this makes it extremely difficult to save or plan for the future.

The average worker age was approximately thirty-seven years for males; due to this the majority of migratory workers now migrating grew up and worked under the influence of day-haul. In short, the existing workers have their roots in the day-haul economy.

The consequences of the day-haul, and the economic environment surrounding the migratory worker, have obviously had their toll. The feeling that the migratory family's basic problem is economic and economically founded is definitely supported by these findings and generalizations. And until positive action is taken by legislators, lobbyists, growers, and the public schools, the situation will continue to persist.

Public assistance and the migratory worker economy. The migratory workers interviewed during Phase II showed that 44% had at some time received assistance from charitable organizations or public agencies (See Chapter V for detailed analysis of public assistance). The nature of this assistance was generally in the areas of medicine and aid in emergency situations (food, clothing, etc.).

An important factor in the public agency aspect of assistance to migratory workers is that the workers seldom qualify to receive services. Most of the state and county welfare agencies, for example, have residency requirements that must be met before the applicant can qualify to receive assistance. As a result, most agencies assisting migratory workers are either those that were set up specifically to aid the workers, or private and church sponsored charitable organizations.

Many counties in Florida have migrant health clinics that provide valuable services to large numbers of migratory workers and children. In fact, the clinics have so become a part of the Florida migratory workers culture that, when interviewed, they often replied that they had never received any form of public assistance until they were reminded of the clinics.

In general, migratory workers do not rely upon public assistance or charity. Over 55% of the workers interviewed stated that they had never received any form of assistance. In talking with the migratory worker it was often found that, when asked about public assistance, the worker replies that he "had always taken care of himself".

It was also found that while many migratory workers have never received outside assistance there were many times when it was needed or could have been used. Again, the isolation of migratory workers both physically and socially has probably been a prime factor here.

Conclusions. Substantial evidence regarding family and marital discord was uncovered through Phase II survey efforts. More than one fifth of the migratory workers interviewed reported some type of family or marital arrangement that could be considered less than adequate. Mainland American Negroes tended to report more female heads of household, fewer male heads of household, and more female parents only in the home than did representatives of the other ethnic categories making up the migratory worker population. This leads to the conclusion that the black migratory worker family units are less stable than those found in other ethnic sub-populations of migratory workers.

It was further concluded that this did not indicate any trend towards a matriarchal family structure among migratory Negroes. Rather it has occurred as a result of happenstance and marital disharmony.

This was shown by the fact that in black families where both parents were present the male was considered head of the household in virtually all cases.

It is safe to conclude that migratory workers in Florida are educationally deprived and this is a prime factor in the migratory child's potential for educational success. Not only did the workers average level of education center about 6.5 years, but nearly half of the workers interviewed reported that they didn't read a newspaper. This dearth of fundamental educational background and absence of school-associated physical objects (newspapers, books, etc.), has undoubtedly left its mark on the migratory child.

The ethnic level of the worker and his level of educational achievement were found to be significantly related. Spanish-American workers were found to exhibit the lowest level of educational achievement, whereas Mainland American Blacks and whites tended to attain a higher level of educational achievement. This was due to the existing compulsory education laws and traditional emphasis on education in the cases of Mainland American Blacks and whites. It is felt that language and cultural factors caused the lesser educational levels found among Spanish-American migratory workers.

A contributing factor in the low educational levels shown by migratory workers may be found in the birthplace of the migratory workers. The vast majority of workers interviewed listed the states of the Deep South, Texas, Puerto Rico, and Mexico as their places of birth. Remembering the dual system of education and rural aspect of

Southern culture on the one hand, and the less developed emphasis and implementation of education in Puerto Rico and Mexico on the other, it is concluded that these factors at least partially account for the migratory workers' existing level and quality of education.

The educational level of migratory workers was found to be significantly related to the type of job the workers were engaged in. The largest majority of migratory workers were pickers and this job category was near the bottom in terms of educational level achieved. The more skilled job types were characterized by higher proportions of better educated migratory workers. Hence, the educational level has consequences reaching beyond those listed.

The family unit size of migratory workers is considered significantly greater than the at-large population mean family size, averaging approximately one person more per family unit. This increase over the normal population average family size can be partially explained by the extraneous family membership characteristic of many migratory families.

The family unit size of migratory workers is concluded to be both a function of, and a causal factor of, the depreciated economy and the education of the Florida workers. The extra financial burden on the family as its size increases would definitely be a negative factor in the migratory worker's family economy. However, a fundamental fact in dealing with economically deprived sub-populations is the larger-than-normal family size. Hence, a vicious circle in which the child is caught in the middle.

The family unit size was found to be related to the ethnic group of the migratory worker. The Spanish-American workers tended to have larger families than either of the two remaining major ethnic categories. And, although Negro migratory workers comprise the largest ethnic majority among the Florida migratory worker population, it is concluded that the percentage of Spanish-American workers is on the increase. Whereas a few years ago the Spanish-American workers in Florida were scarcely negligible, this study showed them constituting approximately one-third of the Florida migratory work force. This fact is of a critical nature when considering the problem public education must face in schooling the Spanish-American youngsters because of language difficulties and the low educational level of Spanish-American migratory parents.

In summary, it is felt that the single most crucial factor of the problems infused in the lives of migratory workers, is their economical status. The migratory worker is continually faced with economic insecurity in the working practices and conditions present in Florida agriculture. The day-to-day income aspect and the lack of unemployment or disability insurance have made it extremely difficult for the workers to plan ahead, save, or provide for emergency situations. The migratory workers in Florida generally pay more for less. This can be seen in their housing conditions as opposed to rent charges, their shopping practices, and the difficulties surrounding financing that face the migratory workers. The economic aspect is related to areas of vital concern such as the education of migratory children. The formative years of migratory children are characterized by the absence of educationally-related materials and possessions. The most frequently listed problem the Florida migratory children faced in school,was economic; that of inadequate clothing.

Further, it was concluded that public assistance, while providing some valuable services (medical, day-care, etc.) is not a decisive factor in the migratory worker economy. Welfare payments, Aid to Dependent Children, and other county and state public assistance programs are not available to migratory workers because of existing residency requirements.

The conclusions regarding economic aspects of the migratory family will become increasingly severe as time passes. Estimates regarding the mechanization of harvesting show that large numbers of migratory workers will be replaced in the next eight to fifteen years. This will not only affect the existing migratory work force but, more critically, their children. It is not hard to envision large numbers of young persons without jobs because of their lack of skills and knowledge with which to adapt to new situations.

The findings reported concerning migratory child labor seem to point to the fact that a large portion of the children will follow in their parents footsteps. Unless these children receive a more adequate education than now, the economic and social factors of migratory life will worsen.

The problem undoubtedly requires several approaches for solutions to be possible. Unionization of farm workers in some parts of the country has partially succeeded in alleviating some of these problems. Education plays a most critical role in the case of the migratory child; realistic appraisal reveals that much needs to be done.

CHAPTER V

HEALTH, HOUSING AND SOCIAL CONDITIONS OF THE FLORIDA MIGRATORY FAMILY

Considering the vast number of migratory families in Florida, and their constant mobility, the data obtained during this study seem to indicate that only a few of them are being reached by society's "help" programs.

How much assistance can agencies provide migratory workers and their families? Should employers guarantee housing and proper health services for their workers? These are pertinent questions, but finding the answers would not solve a myriad of other problems.

This chapter reports findings from the study which relate to the health, housing and social conditions of the Florida migratory family. Included in these findings are facts concerning the impact of governmental programs on the plight of the agricultural poor.

I. HEALTH SERVICES FOR THE ADULT MIGRATORY WORKER

This section of the chapter will attempt to describe the public health servies available to the migratory family and their response to that assistance.

When concerned with the agency-offered services, this chapter reports percentages based on the total number of agencies that gave any kind of assistance to migratory adults or to their children. The percentages pertaining to services received are based on the total number of different persons interviewed who received any kind of assistance. Those percentages pertaining to needed services are based on the total number of different persons who were interviewed.

Data response. Of the 332 agencies which this study found to have contact with migratory families, 291 or 87.65% responded that they provided services for the adult migratory worker. Asked if they had ever received assistance from any charitable organization or public agency, 3895 of the 8795 workers interviewed (44.05%) responded "Yes". Perhaps it should be pointed out at this juncture that although 9073 workers were actually interviewed during the course of the survey, for some reason not all of them responded to all questions. There will be, therefore, in almost all instances, discrepancies between the number of respondents and the total number of interviewees as reported in this chapter.

Birth control information. Of those agencies providing services for adult migratory workers 114, or 39.17%, made birth control information available. Of the 3799 adults who had received some kind of assistance, 897, or 23.61%, had received birth control information. Of the total number of adults who were questioned, only 5% reported that they needed this type of information. Approximately one-half of the 114 agencies that provided birth control information actually gave out devices (a total of 77, or 26.46%). A total of 627 adults (16.50% of those interviewed) had been given devices, (18.53% reported needing this type of assistance).

Contacts with physicians. Maternity care for adults was made available by 90, or 30.92%,of the agencies. A comparable percentage of 32.48%, or 1234, persons reported having received maternity care, while one-half, or 17.55%, of the adults expressed a need for this particular kind of assistance.

Drugs and innoculations ranked very high on the list of services offered by agencies throughout the state. One hundred thirty-four, or 46.04%, offered this necessary service to migratory families. A total of 79.57%, or 3023 , adults reported having received medication of some sort.

The data revealed that 45.70%, or 133 agencies offered medical care to adults. A reported 75.49%, or 2868 persons, received some kind of medical assistance, while 23.75% indicated a current need for such services.

Dental care. These figures are the lowest reported in this particular group. Only 26.11%, or 76 agencies, offered dental examinations to migratory workers; 24.71%, or 72 agencies, provided dental work. Of those adults receiving assistance, 1013, or 26.6%, had had dental examinations, while 876, or 23.05%, actually had had some kind of dental work performed. The data reveals that 5071, or 58.57%, were desirous of being examined and 4170, or 48.16%, were in need of dental care.

Information. One hundred thirty agencies, or 44.67% provide health and nutrition education for adults. However, 376 adult migratory workers, or 9.89% of these who received any assistance, were provided with this type of informational material. A total of

2531, or 29.23%, expressed a need for this service.

It appears that 113 agencies, or 38.83%, made child care education available, while 327, or 8.60%, received this type of assistance. The data shows that 20.51% responded that they would like to have some of this particular kind of educational service.

Basics. A total of 145, or nearly half of the agencies, provided food for migratory families. Almost half of the migrants interviewed, 40.61%, responded that they had received food. The data reveal that 2454, or 28.10% of the migratory workers interviewed, were in need of sustenance.

One hundred fifty-nine, or 54.63%, of the agencies offered clothing to the adults in their particular location. It would appear that 1028, or 26.65% of the workers, actually received clothing from the agencies. A total of 2980, or 34.01%, indicated a need for this kind of assistance.

Interpretation of data. It would appear that approximately one-quarter of the total agencies interviewed made health services available to the migratory worker. The most highly obtainable assistance was indicated to be drugs, medicines, and innoculations. Generally speaking, many types of medical care were provided for a large portion of the migratory population (See Table LXVI).

In terms of services rendered and services utilized, probably the largest gap was discovered in the informational category. Almost forty-five percent of the agencies provided health, nutrition and child care educational materials or classes available; yet, a scant

HEALTH SERVICES FOR ADULT MIGRATORY WORKERS:
(2) TOTAL NUMBER OF SAMPLE MIGRATORY WORKE
(3) TOTAL NUMBER OF SAMPLE MIGRATORY W

COUNTY	Birth Control Info.			Birth Control Devices			Maternity Care			Medical Care			Drugs and Medications		
	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
ALACHUA	2	2	0	2	0	7	2	0	7	1	5	10	2	3	15
BRADFORD	1	0	0	1	0	1	1	0	1	0	2	1	1	1	4
BREVARD	3	17	8	0	13	22	1	12	28	1	24	23	1	30	64
BROWARD	21	120	71	14	83	191	13	126	160	25	457	182	21	484	573
CALHOUN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHARLOTTE	1	0	15	1	0	0	2	0	0	2	15	1	2	16	21
CLAY	0	1	0	0	1	1	0	1	1	0	2	1	0	2	2
COLLIER	4	72	10	3	31	326	4	94	315	6	292	467	7	292	726
DADE	6	10	18	2	11	46	2	94	31	8	182	112	9	208	446
DESOTO	0	0	0	0	0	9	0	0	9	0	0	14	0	1	17
ESCAMBIA	0	0	0	0	0	0	0	0	0	0	2	0	0	2	1
FLAGLER	1	1	0	1	1	9	1	2	9	1	6	11	1	5	13
FRANKLIN	1	0	0	1	0	1	1	0	1	1	1	1	1	0	3
GADSDEN	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1
GLADES	0	0	39	0	0	1	2	11	1	3	44	7	3	44	40
HAMILTON	0	2	2	0	0	2	0	2	2	0	0	2	0	0	2
HARDEE	3	30	4	3	28	38	2	25	36	2	74	73	3	94	185
HENDRY	2	34	0	2	25	69	2	19	66	2	89	78	2	97	119
HERNANDO	0	0	0	0	0	5	0	1	5	0	2	6	0	2	10
HIGHLANDS	0	2	0	0	2	3	0	10	4	0	27	9	0	27	26
HILLSBOROUGH	10	120	96	9	49	147	9	83	135	14	77	98	10	31	142
HOLMES	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
INDIAN RIVER	0	1	0	0	0	0	0	3	6	0	6	6	0	9	14
JACKSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JEFFERSON	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1

1) TOTAL NUMBER OF AGENCIES OFFERING SERVICE;
S DIRECTLY BENEFITTING FROM SERVICE; AND,
RKERS WHO REPORTED NEEDING THE SERVICE

Dental Extractions			Other Dental Work			General Health Info.			Child Care Info.			Food			Clothing		
FFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
1	1	13	1	0	8	2	0	6	2	0	1	0	8	8	0	4	17
0	2	4	0	1	2	1	1	2	1	0	0	0	2	1	0	1	3
0	6	74	0	3	36	1	1	45	1	1	25	2	14	56	3	11	62
12	158	617	11	90	389	23	68	216	20	43	190	27	328	528	36	316	471
0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1
0	2	21	0	3	11	0	0	20	0	0	2	1	14	21	1	0	15
0	0	2	0	0	2	0	0	2	0	1	0	0	0	0	0	0	2
5	135	736	3	127	699	6	20	564	6	70	374	9	50	246	11	31	245
2	39	455	1	36	321	5	7	152	7	10	54	13	13	227	14	103	283
0	1	17	0	1	16	0	0	10	0	0	2	0	0	3	0	1	9
0	0	1	0	0	0	0	0	0	0	0	0	0	2	1	0	0	1
1	6	13	1	4	15	2	1	8	0	2	9	0	3	7	2	4	8
0	0	2	0	0	2	1	0	1	1	0	0	0	1	0	0	0	0
0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1
3	3	41	2	6	21	2	1	47	1	2	20	3	33	53	1	1	27
0	0	2	0	0	0	0	2	0	0	0	2	0	0	0	0	0	2
1	9	192	1	6	134	3	0	79	0	3	9	5	31	99	2	27	116
2	22	134	2	20	103	2	3	37	2	6	29	2	10	16	2	9	31
0	0	10	0	0	10	0	0	5	0	0	5	0	0	1	0	0	1
0	2	25	0	1	16	0	0	7	0	1	1	0	23	11	0	10	22
7	80	175	7	82	131	16	132	40	12	14	157	10	36	15	14	31	125
1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
0	1	16	0	1	14	0	0	15	0	1	5	2	4	15	1	3	14
0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1
0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1

TABLE LXVI (Concluded)

COUNTY	Birth Control Info.			Birth Control Devices			Maternity Care			Medical Care			Drugs and Medications		
	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
LAFAYETTE	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2
LAKE	5	4	0	2	4	17	4	11	14	4	25	19	4	39	76
LEE	1	6	1	1	0	24	1	14	23	1	30	27	1	32	52
LEVY	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0
MADISON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
MANATEE	5	107	11	2	95	113	1	44	107	4	109	61	4	35	237
MARION	0	17	0	0	13	3	0	4	3	0	8	10	0	8	9
MARTIN	3	12	6	1	13	13	2	50	14	3	96	24	3	101	94
OKEECHOBEE	0	0	1	0	0	1	0	0	0	0	1	3	0	1	34
ORANGE	6	17	6	4	36	25	6	76	40	7	153	81	5	151	174
OSCEOLA	1	8	2	1	6	15	2	7	16	2	22	23	2	24	43
PALM BEACH	16	116	48	10	84	252	14	237	243	22	488	330	26	504	918
PASCO	0	0	1	0	0	6	0	1	7	0	20	8	0	18	37
PINELLAS	0	1	0	0	1	4	0	2	7	0	5	8	0	4	13
POLK	8	87	86	8	54	104	9	259	96	13	370	236	12	419	352
PUTNAM	6	4	1	2	3	22	2	9	21	6	21	25	6	23	44
ST. JOHNS	1	31	1	1	22	79	1	8	72	0	54	45	1	57	140
ST. LUCIE	2	60	2	2	39	14	3	12	13	2	68	13	2	69	27
SARASOTA	2	8	0	2	7	9	2	7	9	2	60	23	2	57	63
SEMINOLE	0	4	0	0	3	14	0	0	14	0	13	10	0	13	34
SUMTER	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0
VOLUSIA	1	1	1	0	1	4	0	6	4	0	16	6	1	16	18
WALTON	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
TOTAL FOR ALL COUNTIES	114	897	433	77	627	1605	90	1234	1520	133	2868	2057	134	3023	4894

ntal Extractions		Other Dental Work			General Health Info.			Child Care Info.			Food			Clothing		
RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
0	2	0	0	2	0	0	0	0	0	0	0	0	2	0	0	1
6	82	3	0	62	3	0	23	3	5	7	3	16	71	3	4	59
17	53	1	11	50	3	2	23	3	2	20	5	12	22	4	3	29
1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1
64	244	4	51	321	4	4	179	4	7	59	3	43	165	7	33	127
0	7	0	0	20	1	0	16	0	1	13	2	22	17	2	5	4
75	99	3	76	60	2	10	20	2	15	9	3	32	19	2	29	59
0	27	0	0	25	0	0	1	0	0	1	0	3	3	0	3	36
24	178	5	40	107	7	3	16	6	1	19	6	18	63	7	20	47
13	46	1	11	36	1	3	29	2	4	19	1	9	34	2	5	25
192	944	12	172	883	23	82	618	15	80	458	19	288	415	21	180	506
0	36	0	0	12	0	0	3	0	0	0	0	8	22	0	1	28
0	13	0	1	9	0	0	8	0	0	6	0	5	7	0	3	7
95	480	8	87	376	8	29	105	9	51	83	21	281	168	14	88	388
10	44	2	2	55	4	0	35	3	2	34	3	8	17	4	1	17
14	144	0	12	100	1	1	150	1	0	139	0	30	100	0	25	93
8	33	2	6	41	3	4	4	3	7	10	2	62	31	2	50	24
19	59	2	20	30	3	0	0	3	0	0	1	25	1	1	24	35
1	57	0	1	32	0	1	34	0	1	10	0	2	15	0	1	15
0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0
6	20	0	5	16	1	1	8	1	1	3	1	4	10	1	0	10
0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
1013	5071	72	876	4170	130	376	2531	113	327	1775	145	1566	2454	159	1028	2980

ten percent of the study's population members who received care actually took advantage of this particular service. That percentage would drop to approximately four percent if it were based on the total population interviewed. There appears to be a need for efficient methods of informing migratory workers of the services available to them.

II. HEALTH SERVICES FOR THE MIGRATORY CHILD

This segment of the chapter will describe the public health services offered by agencies to children of 17 years of age or younger throughout the state and the responses of migratory parents to questions regarding that assistance.

Data response. The data will be dealt with as it was in the previous section. The percentages are based upon the number of agencies who give any assistance to children, the number of children who received any assistance, and the number of parents questioned pertaining to services offered, received, and needed, respectively.

Of the 328 agencies contacted, 271 provided some kinds of services to the migratory child. A total of 3829 children were reached by these services. However, 8745 parents responded that they had either received or needed health services for their children.

Contact with physicians. Of the 271 agencies who gave any kind of assistance to children of migratory workers, 123, or 45.38%, provided some kind of medical care for them. A total of 2165, or

56.54% of those children who received any kind of services, were given medical care. Of the total population of parents questioned, 3527 or 40.29% felt a need for this type of service.

The drugs and medicines category is separate from the general area of medical care. It would include innoculations and prescribed medicines that could not be obtained without a doctor's consent or prescription. One hundred thirty-five or 49.18% of the agencies, offered drugs, while 2165, or 56.54% received this service. Of those asked whether or not they needed such medicines and drugs, 3752, or 42.86%, responded "Yes".

Maternity care for older children was offered by 65, or 23.98% of the agencies. A total of 383 of the respondees, or only 10% said they had received this service while 1055, or 12.05%, of the parents reported a need.

Dental care. Dental examinations were offered by 94 agencies, or 34.68%. Of the total parents reporting some sort of assistance received, 1459, or 38.10%, had been given dental examinations. Thirty-one hundred, or 35.41% reported needing them.

A comparable 31.73%, or 86 agencies, actually did dental work or provided it by other means. Only 939, or 24.52%, of the children really had had work done on their teeth, while 3022 of the parents interviewed, or 34.52%, were desirous of having some dental work performed on their children.

Birth control. Sixty-nine agencies, or 25.46%, distributed information on birth control. One hundred seventy-seven, or 4.62%

responded that they had received this kind of informational material. Of those questioned 717, or 8.19%, reportedly needed this service for their older children.

Of those agencies which did distribute information on birth control, a total of 49, or 18.08%, actually provided devices for the older children of migratory workers. One hundred twenty children, or 3.13%, received this service while 610, or 6.96% revealed a need for birth control devices.

Information. A total of 121 agencies, or 44.64%, provided health and nutritional education for children, while 514, or 13.42% of the children's parents, responded that they had knowledge of such services having been provided for their children. It appears that 1179, or 13.46% of the entire population interviewed, would be interested in receiving this type of educational material or information.

Basics. Food was provided by 146 agencies, or 53.87%, and 1130 children, or 34.73% were able to benefit from this service. A total of 2300, or 26.61% of the parents responded that their children had been given food. Clothing was offered by more than one-half of the agencies; a total of 156, or 57.56%, made clothing available to migratory children. It should be noted that approximately the same number of agencies offering clothing also offered food. One thousand two children, or 26.16%, actually received clothing; while a reported 2311, more than twice the number of children who received clothing, were in need of receiving this service.

Referrals. Of the agencies questioned, 224, or 82.65% of them, referred migratory children to other agencies. This was especially necessary when a large number of migratory children lived in the immediate area.

Number of children benefiting from agency service. The number of children who benefited from the services of various agencies was determined by asking for real or estimated figures. A reported 151,284 children were reached. This large number is explained by noting that a number of agencies count visits instead of persons. For instance, if a child needed three innoculations, he might be counted as three persons. When questioned as to whether their numbers were estimated or real, 233, or 83.12% of the agencies contacted, responded that their figures were estimated.

Interpretation of data. The data indicated that more health assistance was received by children than was received by adults. It is likely that a major factor would be that schools provided a fairly consistent check on health needs of all children. County health clinics usually work directly through the schools and would influence the number of children reached.

Of all agencies offering any type of assistance to children, approximately one-half of them made some kind of medical care available. Over two thousand were able to take advantage of medical care offered, including drugs and medicines (See Table LXVII).

Almost all those agencies which offered dental examinations also

HEALTH SERVICES FOR MIGRATORY CHILDREN
(2) TOTAL NUMBER OF SAMPLE CHILD
(3) TOTAL NUMBER OF SAMPLE CHILDREN

COUNTY	Maternity Care			Medical Care			Drugs and Medications			Dental Extractions			Other Dental Work		
	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEED
ALACHUA	1	1	4	2	8	10	2	8	10	1	6	8	1	6	10
BRADFORD	1	0	1	0	2	4	1	1	3	0	1	3	0	0	3
BREVARD	0	1	4	1	27	47	1	37	60	0	14	39	0	10	42
BROWARD	5	31	82	21	321	376	21	405	395	16	239	317	14	106	343
CALHOUN	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1
CHARLOTTE	0	3	1	2	7	10	2	8	10	2	2	4	2	2	4
CLAY	0	1	2	0	2	2	0	2	2	0	1	2	0	1	2
COLLIER	5	25	425	8	273	667	8	306	678	5	262	564	4	207	644
DADE	0	14	20	6	131	247	6	163	254	2	27	161	2	25	144
DESOTO	0	2	12	0	4	14	0	9	14	0	9	14	0	2	14
ESCAMBIA	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0
FLAGLER	1	0	7	1	3	12	1	3	12	1	2	12	1	0	12
FRANKLIN	1	0	0	1	1	2	1	0	1	0	0	1	0	0	0
GADSEN	0	0	0	0	0	0	0	0	1	0	1	2	0	0	2
GLADES	1	1	4	3	31	32	3	31	33	3	18	20	2	17	23
HAMILTON	0	2	2	0	4	4	0	2	2	0	2	2	0	2	2
HARDEE	1	2	5	2	50	161	3	94	174	2	37	142	2	22	131
HENDRY	2	2	22	1	74	109	2	85	121	2	30	100	2	23	100
HERNANDO	0	1	1	0	5	8	0	5	8	0	0	8	0	0	8
HIGHLANDS	0	0	0	0	28	30	0	29	28	0	0	3	0	0	2
HILLSBOROUGH	4	63	76	11	122	173	10	64	140	9	48	80	9	23	62
HOLMES	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0
INDIAN RIVER	5	1	2	2	6	13	3	9	13	2	3	13	1	1	11
JACKSON	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1
LAFAYETTE	0	0	0	1	0	0	1	0	0	0	0	2	0	0	2

TABLE LXVII

: (1) TOTAL NUMBER OF AGENCIES OFFERING SERVICE;
REN DIRECTLY BENEFITTING FROM SERVICE; AND,
NEEDING SERVICE AS REPORTED BY THEIR PARENTS

	Birth Control Info.			Birth Control Devices			Health Education			Food			Clothing		
ED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
	1	0	1	1	0	1	0	0	1	0	4	9	0	3	6
	1	0	1	1	0	1	1	0	0	0	0	2	0	0	0
	1	1	12	0	2	11	0	1	24	2	13	62	2	10	53
	8	35	84	4	19	76	21	120	138	28	318	414	34	330	432
	0	1	1	0	1	1	0	0	1	0	0	1	0	0	1
	0	0	0	0	0	0	0	0	0	1	6	5	0	0	2
	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0
	3	19	321	3	4	179	8	64	403	11	51	205	13	22	183
	2	2	6	1	1	7	7	5	50	10	97	181	10	75	184
	0	0	2	0	0	2	0	0	1	0	3	3	0	6	6
	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
	1	0	1	1	0	1	1	0	2	1	4	5	1	2	4
	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0
	0	0	0	0	0	0	0	0	1	0	1	1	0	0	2
	0	0	0	0	0	0	2	9	9	4	16	16	2	4	6
	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1
	2	3	6	2	3	4	3	0	14	5	34	104	4	28	107
	2	3	11	2	2	10	2	2	16	2	5	26	2	4	25
	0	0	1	0	0	1	0	0	1	0	1	2	0	0	1
	0	0	0	0	0	0	0	0	0	0	23	22	0	11	14
	6	18	79	6	28	77	13	106	163	9	57	120	14	51	114
	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
	0	0	5	0	0	4	0	0	4	2	6	10	2	3	11
	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3

TABLE LXVII (Continued)

COUNTY	Maternity Care			Medical Care			Drugs and Medications			Dental Extractions			Other Dental Work		
	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDE	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEED
LAKE	3	5	6	3	33	72	4	54	76	3	31	62	3	18	64
LEE	1	4	11	1	28	33	1	29	35	1	12	34	1	3	34
MANATEE	2	4	16	5	50	104	5	83	112	4	113	112	5	32	102
MARION	1	0	7	0	1	11	0	3	11	0	1	11	0	0	10
MARTIN	1	17	10	3	36	41	3	47	51	3	36	34	3	40	38
OKEECHOBEE	0	0	1	1	4	18	1	6	22	2	10	28	2	10	28
ORANGE	4	9	18	6	128	162	7	143	191	6	28	125	5	34	135
OSCEOLA	2	3	11	1	15	32	2	19	35	1	12	30	1	8	30
PALM BEACH	10	154	228	21	302	533	25	363	604	13	287	404	12	150	485
PASCO	0	0	1	0	13	31	0	11	28	0	10	24	0	6	24
PINELLAS	0	0	4	0	5	12	0	8	11	0	6	13	0	6	11
POLK	7	24	30	12	286	322	12	340	342	8	137	330	8	100	269
PUTNAM	2	2	12	4	20	34	4	22	35	2	18	34	2	10	31
ST. JOHNS	1	7	19	0	42	109	1	84	120	0	68	106	0	33	108
ST. LUCIE	1	2	0	2	61	28	2	68	31	2	36	32	2	19	44
SARASOTA	2	2	8	2	28	29	2	28	29	2	14	14	2	8	9
SEMINOLE	0	0	2	0	3	13	0	13	37	0	3	20	0	4	20
SUMTER	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0
VOLUSIA	0	0	1	0	12	16	0	13	17	0	13	18	0	10	17
WALTON	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0
TOTAL FOR ALL COUNTIES IN FLORIDA	65	383	1055	123	2165	3527	135	2597	3752	94	1459	3100	86	939	3022

Birth Control Info.			Birth Control Devices			Health Education			Food			Clothing		
OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
4	0	0	2	0	0	3	5	15	4	14	55	3	6	60
1	0	8	1	0	5	3	0	12	6	12	15	5	2	14
3	7	25	1	3	17	4	13	47	4	38	63	7	26	72
0	0	0	0	0	0	0	0	7	2	12	7	2	4	7
2	1	1	1	1	1	2	2	8	3	26	40	2	25	37
0	0	0	0	0	0	0	1	2	1	21	31	1	17	28
4	3	9	4	2	9	7	2	24	6	20	40	7	26	88
1	0	5	0	1	4	2	0	15	1	6	18	1	6	21
8	61	137	4	45	126	17	116	232	20	203	379	22	121	355
0	0	0	0	0	0	0	0	0	0	0	23	0	0	28
0	0	0	0	0	0	0	0	4	0	3	5	0	3	12
8	15	24	7	4	13	11	58	39	17	209	288	14	115	253
4	2	5	1	1	4	3	1	18	2	4	23	3	0	26
1	3	49	1	1	37	1	4	101	0	36	72	0	28	72
2	1	2	2	0	2	4	0	0	3	66	29	2	62	30
2	0	0	2	0	0	2	2	1	2	7	13	2	10	17
0	2	11	0	2	7	0	0	8	0	0	13	0	1	28
1	0	0	1	0	0	1	0	0	0	0	0	0	0	0
0	0	3	0	0	3	1	1	1	0	10	11	0	1	7
0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
69	177	717	49	120	610	121	514	1363	146	1330	2330	156	1002	2311

made dental work available. One quarter of the parents interviewed had had some dental work performed on their children. Again, as with adults, there seemed to be a gap between services offered and those actually reaching the migratory children.

Birth control information was distributed by 25% of the agencies contacted, while actual devices were distributed by only 18%. A very low percentage of children and adults took advantage of either service. The need for birth control information might in reality prove to be greater than was indicated by the data. Perhaps the taboo placed on the subject prevented many young girls from going to a public agency to find out about birth control.

Food and clothing ranked high on the list of availability of assistance to children. It was perhaps easier to give clothing to children than to adults.

III. HOUSING CONDITIONS OF THE MIGRATORY WORKER

The following data focus on the housing conditions found throughout the state. It includes a description of public assistance dealing with locating housing, housing loans, and rent supplements.

Sources of data. Some of the data was obtained from the migratory workers themselves. The field interviewers generally questioned them in their homes and were able to directly observe housing conditions. Another segment of data was obtained from employers who in some cases have provided some sort of housing for their employees. Yet another portion of the data treated in this section was obtained from agencies who were able to offer some service to migratory workers in regard to their housing problems.

Number of rooms in the home. The interviewees were queried about the number of rooms in their housing unit. The term room was to include kitchen, bathroom, living room, and dining room, but was to exclude unenclosed porches, stoops, closets, and storage space. The mean number of rooms for all counties reporting was 3.26 rooms per home.

The highest mean number of rooms per family were found in Bradford and Walton Counties. This could be due to the fact that few labor camps exist in these counties, so that residence in large houses was necessary. Also noted here was the low number of responding interviewees in these two counties. The lowest mean numbers were found in Hamilton, Hillsborough, Sarasota and Dade Counties, ranging respectively from 1.00 to 1.94 rooms to each family.

Average or below average mean numbers were reported in thirteen counties; namely, and in addition to those previously specified, Palm Beach, Charlotte, Hendry, Martin, Collier, Lee, Glades, and Hernando in order respectively from lower to higher average mean number of rooms per family.

There were 2208 persons interviewed who reported living in one room family units; 1645 in two room units; 1276 in three room units; 1353 in four room residences; 1284 in five room houses; and 1208 were found to be living in six-or-more room housing units. A total of 8974 responses were reported. The latter indicates an occasional misunderstanding by the interviewer or the interviewee when a dormitory was considered to be a ten or twenty room house. These were the exception in responses rather than the rule. It may also account in part for the relatively few counties that indicated one-room living quarters.

A total of 6528 reported having bedrooms that were separate from the living or dining areas. There were 2598 families that reported having one bedroom separate from other areas; 2680 reported two; 1066 reported three; 151 were found in four bedroom residences; and 33 were recorded as having five or more bedrooms in their living units.

Number living in family unit. A mean figure of 4.71 individuals living in the family was calculated on the total number of 9045 respondees to the question of how many were then living in the unit. The highest mean figures were found in counties in which from one to four responses were recorded. The same held true of the lowest mean figures - they were found in counties with small numbers of respondees.

The "average" household, based upon data obtained during the survey, included five individuals living in a three room home.

Locating housing. A total of 126 out of 291 agencies, or 43.29% of those offering any assistance, reported offering the migratory worker assistance in locating housing. Only 217 persons out of 3799 responding, or 5.17%, indicated that they had actually received this kind of assistance. Surprisingly, 1466, or 16.93%, expressed a desire to have this service available.

The data reveals a seemingly inconsistency: A large number of the agencies did provide help in locating housing, while a very small number of persons received or needed assistance. Perhaps the families tended not to be aware that this particular service was available. What is more likely is that one person (a crew chief, for example) might have been advised by an agency of some general areas of housing and had given the information to his crew. In this manner, the individual families may or may not have known where their crew chief had obtained the information.

Housing loans. Of the 291 agencies which gave any assistance to migratory workers, only 18, or 6.18%, made loans available for housing needs. Not one person interviewed indicated that he had received this type of loan. A reported 2754, or 31.43%, did need this service. It would appear that the migratory worker is not knowledgeable of the assistance available in this category. A substantial number of persons indicated that they would like to obtain such service.

Rent supplement. A total of 27 agencies, or 9.27%, reported that they offered a supplementary rent allowance in their budget. One hundred fifty-two persons, or 3.94%, had received this particular service, while 1191, or 13.59%, demonstrated a need for a rent supplement.

Perhaps this category is in a highly sensitive area. The low percentage who did receive rent supplements might indicate a hesitancy on the part of the worker to accept cash assistance. The same could be true of those who requested or needed this supplement; perhaps their pride interfered with their needs.

Employer-provided housing. Of the 488 employers who were questioned, 199, or 41.20%, responded that they did provide housing for migratory workers. Multiple dwellings, such as apartments, duplexes and complexes, were provided by 90 of the employers who provided housing. Single family units were offered by 82, or 20.50% of the employers. Dormitories were provided by 28, or 7.00% of the employers.

Functional indoor electricity. Of the 9039 respondees to the question "Do you have functional indoor electricity?" 8574, or 94.86%, answered "Yes". On the basis of personal observation of staff members. this "Yes" response sometimes indicated that only a light and refrigerator were in use.(See Table LXVIII).

Functional sink and running water. There were 8961 persons who responded to the question regarding functional sinks in their homes. Of those, 6219, or 69.40%, indicated that they did have such sinks.

Functional flush toilet. A total of 8963 persons answered this question. A reported 5324, or 59.40%, indicated this basic item was a part of their home.

Screens. A total of 9018 migratory workers responded to the question which asked whether or not there were screens on their windows, and 7322, or 81.19% answered that they did have screens.

TABLE LXVIII

HOUSING FACILITIES IN RESIDENCES AS REPORTED BY MIGRATORY WORKERS

	Electricity		Sink		Toilet		Tub		Screens	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Number	8574	465	6219	2742	5324	3639	5166	3792	7322	1696
Percent	94.86	5.14	69.40	30.60	59.40	40.60	57.67	42.33	81.19	18.81

Self-Help Housing Bureau. A total of 591 persons out of 8978 responded that they owned their residence. This accounted for 5.61% of the total population interviewed.

The number who were being assisted by the Self-Help Housing Program was 83, or 14.06%, of those who owned their own homes. This might indicate that more migratory workers need to be informed of this Self-Help Bureau and its benefits.

Interpretation of the data. The mean number of rooms contained in the average migrant dwelling for all reporting counties was 3.26. The mean number of separate bedrooms was 1.34. It could be assumed that one room was considered the living area, one a bedroom and the other perhaps the kitchen or dining area in a typical migratory residence in Florida. More than half of the counties (53.19%) reported migratory workers living in units with fewer than four rooms.

The mean number living in a given family unit was 4.71 persons. As was noted earlier, the major portion of families did fall into the average category.

It should be considered then that these five-person families typically live in three-room units with one separate bedroom. Constantly coping with the behavior of wife, husband, children, siblings and parents in small living spaces would perhaps account for some lack of ability to communicate within a family.

The detachment resulting might be a factor causing the attitudes of outsiders who believe that migratory parents show a lack of concern for their children. It perhaps might be easier to interpret their personal attributes in light of a knowledge of their cramped living quarters.

The data reveal perhaps that migratory families tend to use personal contacts to find housing. So few utilized the services provided by the agencies that it would indicate that most of the families had already established a pattern from previous years. The crew chief would possibly be responsible for finding residence for his group.

More than forty percent of the employers provided some kind of housing for the workers and their families. Perhaps this would account for a lesser need in the area of public assistance.

Electricity was found in almost all (94.86%) of the homes. Screens were reported on 81.19% of residences; sinks with running water were found in 64.90%; functional flush toilets in 59.40%; and showers or tubs with running water in 57.67%. It might be assumed then that a maximum of 72.50% of the homes are equipped with what is considered basic to sanitary conditions. More than one quarter of the migratory families were found lacking in first-level needs.

IV. SOCIAL CONDITIONS OF THE MIGRATORY FAMILY

A comparison is seen in Table LXIX of the public assistance offered by agencies and the number and percent of persons responding to these services.

The percentages were based on the same number of interviews as those for previous sections of this chapter: 291 agencies offering assistance, 3856 migratory workers receiving assistance, and 8761 migratory workers indicating a need for services.

Birth control. (See Table LXVI).

Education. Adult education is a steadily increasing part of the educational opportunities in this country. Twenty or thirty years ago the emphasis placed upon adult education was not as important as it is today. The mean age of the questioned interviewees was reported as 37.09 years by males and 34.12 years by females. Those who makeup the majority of the migratory population would by inference suffer from a lack of formal education. It is noted here that the mean educational level of adult males was 6.21 grades and of adult females was 6.85 grades.

The above data would indicate that an opportunity exists to develop adult education curricular experiences and to make them readily available to the migratory population. To ascertain what was available in the category of vocational education we questioned agencies which might have offered such education to adults. Fifty-nine, or 20.27%, responded that they did provide such a service.

On the surface, this availability plus the fact that vocational centers are found in most large cities would indicate that a fair number of people were being reached. The reverse is true, however, since only 192, or 4.97% answered positively to the question. If we were to base the figure on the entire population, the percentage would drop to .021%. Based on the total population 1414, or 16.44%, expressed a need for vocational education.

An attempt was made to determine what was available to migratory workers in the general area of education other than vocational. Seventy-eight agencies, or 26.80%, reportedly offered educational opportunities. A total of 312, or 8.12% benefited from their efforts. Again, if that figure were based on the total population, the percentage would drop to 3.53%. Of those questioned 2252, or 26.01%,would be desirous of receiving the opportunity.

Counseling was offered by 186, or 63.91%, of the agencies contacted. A total of 366 workers, or 9.63%, were able to obtain some kind of counseling,while 4384 workers, or 50.60%, expressed a need for such a contributing service.

The implications of all this data appear to indicate that there is a real gap between what is offered and the number of persons actually reached. Educational centers were not interviewed and this would have raised the percentage of availability considerably. This fact notwithstanding, it was reported that very few people actually benefited from the efforts.

Child care. Recreational facilities or supervision was reported to be offered by 76, or 26.11%, of the agencies contacted. Of those workers who had received any kind of assistance 395, or 10.24%, found this service available, while 2774, or 31.66%, indicated they needed the service. There may have been a degree of ambiguity as to whom the facilities were being offered. This might account for the small percentage of families who were reached. Day care for children was provided by 63 agencies, or 21.64%. A total of 151 adults, or 3.91%, responded that they had received day care as a service and 1466, or 16.73%, expressed a need for such a service.

Legal assistance. Fifty of the agencies, or 16.18% of those contacted, provided legal assistance to the migratory worker. A very small percentage of those persons receiving any type of assistance had obtained legal services. A total of 516 of the adults interviewed, or 13.38%, did receive help in legal matters while 1312, or 14.97% of the total migratory population expressed a need for such services.

This was considered by most migrants as one of the most highly desirable services offered. The individual migrant is particularly helpless in our complex social structure. He is often confronted with inter-agency referrals when he does attempt to apply for assistance. Being aware that he needs help does not necessarily imply that the migratory worker knows what specific help he needs. He might be confronted with a set of complicated instructions concerning how he might go about getting help, or advising him of certain rights if he does such and such. It might well be understood that these instructions have little meaning to a person completely unfamiliar with the basic procedures involved.

The Florida Migrant Legal Services Program has made a contribution to the total migratory population through efforts to enforce building, housing, and sanitary codes; making available assistance in matters of family law; old age assistance, and providing help regarding hearings and the establishment of claims.

Because of his naivete regarding political power structures, business and management practices and proof of compliance with various requirements, the migratory worker needs particular attention in this area. He seems to be getting it from the agency cited above, but he needs legal help to a greater extent than it is currently available.

Clothing. Because of its social implications, the data on clothing is repeated in Table LXIX. As was noted in Sections I and II of this chapter, 1028 adults and 1002 children were given clothing.

Referrals. Two hundred ninety-one.agencies, or 83.84%, gave migratory families referrals for better or more specific care. Although in many cases it might seem unnecessary for the agencies to send a person elsewhere, at times it is the most efficient manner to do what is needed to be done. An agency can handle only so much and then it becomes inefficient with increasing personnel and workloads.

Summary of data. Generally speaking, adult education needs are not being met by those agencies interviewed. Perhaps vocational and adult educational centers should be contacted to determine just how many migratory workers are being touched by the nation-wide effort to provide more opportunities in the field of education.

It was surprising to note the relatively small percentage of children who were given recreational facilities or day care. This

TABLE LXIX

SOCIAL SERVICES FOR ADULT MIGRATORY WORKERS: (1) TOTAL NUMBER OF AGENCIES OFFERING SER
(2) TOTAL NUMBER OF SAMPLE MIGRATORY WORKERS DIRECTLY BENEFITTING FROM SERVICE; AND
(3) TOTAL NUMBER OF SAMPLE MIGRATORY WORKERS WHO REPORTED NEEDING THE SERVICE

COUNTY	Counseling			Adult Education			Vocational Education			Recreational Fa	
	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVE
ALACHUA	1	0	9	0	0	8	0	0	2	0	0
BRADFORD	1	0	2	0	0	2	0	0	0	0	0
BREVARD	4	1	39	1	1	53	0	1	24	1	0
BROWARD	32	114	473	19	59	363	18	57	149	19	51
CALHOUN	0	0	1	0	0	1	0	0	1	0	0
CHARLOTTE	1	0	18	0	1	23	0	0	8	1	2
CLAY	0	0	2	0	1	0	0	0	2	0	0
COLLIER	11	42	700	4	39	188	0	20	458	5	5
DADE	12	15	285	4	20	211	3	4	64	6	15
DESOTO	0	0	15	0	0	12	0	0	6	0	0
ESCAMBIA	0	0	0	0	0	0	0	0	0	0	0
FLAGLER	0	1	14	0	2	8	0	2	8	0	1
FRANKLIN	1	0	2	0	0	2	0	0	0	0	0
GADSDEN	0	0	1	0	0	0	0	0	1	0	0
GLADES	4	1	35	0	17	51	0	0	24	2	14
HAMILTON	0	0	0	0	0	0	0	0	0	0	0
HARDEE	7	3	147	2	5	75	3	2	17	3	2
HENDRY	1	3	105	0	0	27	0	0	34	0	1
HERNANDO	0	0	10	0	0	0	0	0	6	0	0
HIGHLANDS	0	1	17	0	0	3	0	0	3	0	0
HILLSBOROUGH	14	26	121	7	7	23	7	14	37	6	52
HOLMES	1	0	0	0	0	0	1	0	0	0	0
INDIAN RIVER	1	0	14	1	0	9	0	0	7	1	0
JACKSON	0	0	1	0	0	0	0	0	0	0	0
JEFFERSON	0	0	1	0	0	0	0	0	0	0	0
LAFAYETTE	0	0	2	0	0	0	0	0	0	0	0

ICE;

ilities	Child Day Care			Legal Assistance			Clothing			Referrals		
NEEDED	OFFERED	RECEIVED	NEEDED	FFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
20	0	0	8	0	0	7	0	4	17	2	0	14
0	0	0	2	0	0	0	0	1	3	1	0	2
52	0	3	28	0	2	18	3	11	62	6	3	49
477	12	64	168	18	169	266	36	316	471	39	373	673
1	0	0	1	0	0	1	0	0	1	0	0	1
2	0	1	1	1	0	0	1	0	15	1	15	23
2	0	0	0	0	0	0	0	0	2	0	0	2
220	1	13	274	7	21	225	11	31	245	9	47	656
278	6	4	38	8	24	107	14	103	283	21	42	328
9	0	0	16	0	0	1	0	1	9	0	0	8
1	0	0	0	0	0	1	0	0	1	0	0	1
8	0	1	10	0	1	4	2	4	8	2	2	12
0	0	0	2	0	0	0	0	0	0	1	0	2
2	0	0	0	0	0	0	0	0	1	0	0	0
3	1	1	2	0	5	3	1	1	27	4	38	54
1	0	0	0	0	0	0	0	0	2	0	0	2
98	0	0	6	2	1	24	4	27	116	4	9	93
43	0	1	65	0	5	18	2	9	31	4	3	141
1	0	1	8	0	0	1	0	0	1	0	0	2
0	0	0	0	0	5	4	0	10	22	0	5	5
100	7	30	94	1	76	133	14	31	125	17	55	136
0	0	0	0	0	0	0	0	0	0	1	0	0
12	1	0	5	1	1	9	1	3	14	1	7	18
1	0	0	1	0	0	0	0	0	1	0	0	1
1	0	0	0	0	0	0	0	0	1	0	0	0
3	0	0	2	0	0	3	0	0	1	0	0	1

TABLE LXVIII (Concluded)

COUNTY	Counseling			Adult Education			Vocational Education			Recreational F	
	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIV
LAKE	4	17	72	1	3	38	3	0	16	2	1
LEE	7	0	50	4	1	13	2	1	17	3	0
LEVY	0	0	0	0	0	0	0	0	0	0	0
MADISON	0	0	0	0	0	1	0	0	0	0	0
MANATEE	6	12	316	3	27	164	2	17	63	2	4
MANATEE	3	0	19	0	0	15	0	0	10	2	0
MARTIN	3	8	61	1	14	17	1	5	21	0	5
OKEECHOBEE	0	0	35	0	0	9	0	0	1	0	0
ORANGE	8	0	136	3	2	72	3	0	23	3	0
OSCEOLA	2	4	37	1	4	31	0	1	18	1	1
PALM BEACH	35	90	882	13	70	317	9	50	220	9	64
PASCO	0	0	14	0	0	25	0	0	6	0	0
PINELLAS	0	0	10	0	0	9	0	0	5	0	0
POLK	11	11	435	6	19	232	2	9	50	7	59
PUTNAM	7	0	54	2	1	40	2	0	23	0	2
ST. JOHNS	0	8	109	0	11	140	1	0	93	0	12
ST. LUCIE	3	7	49	2	5	8	1	6	11	0	3
SARASOTA	4	0	34	3	0	21	2	0	0	2	0
SEMINOLE	0	0	32	0	0	29	0	1	13	0	0
SUMTER	1	0	0	0	0	0	0	0	0	0	0
VOLUSIA	1	2	17	1	3	11	0	1	3	1	0
WALTON	0	0	0	0	0	1	0	0	0	0	0
TOTAL FOR ALL COUNTIES	186	366	4384	78	312	2252	59	192	1441	76	39

ilities	Child Day Care			Legal Assistance			Clothing			Referrals		
NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED	OFFERED	RECEIVED	NEEDED
53	0	3	30	2	1	7	3	4	59	6	4	44
22	1	2	39	1	0	8	4	3	29	11	2	29
0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	1	0	0	1
37	1	8	72	2	16	82	7	33	127	9	29	108
5	0	0	17	0	0	5	2	5	4	3	0	20
67	1	0	6	1	2	14	2	29	59	1	16	27
39	0	1	0	0	2	1	0	3	36	0	4	21
68	1	0	23	2	2	10	7	20	47	10	2	40
21	0	0	41	1	5	25	2	5	25	2	8	42
474	11	9	155	11	66	122	21	180	506	44	182	810
24	0	0	21	0	0	1	0	1	28	0	0	19
10	0	0	12	0	1	3	0	3	7	0	0	11
278	3	4	163	2	70	64	14	88	388	25	96	256
34	0	1	53	0	3	6	4	1	27	0	0	49
97	0	1	65	0	6	85	0	25	93	1	6	153
30	0	2	11	0	0	1	2	50	24	5	2	31
34	1	0	0	1	28	31	1	24	35	4	2	2
24	0	1	13	0	1	18	0	1	15	0	1	17
0	0	0	0	0	0	0	0	0	0	2	0	0
3	0	0	13	0	3	6	1	0	10	1	5	14
1	0	0	1	0	0	1	0	0	1	0	0	1
2774	50	151	1466	63	516	1312	159	1028	2980	244	967	4019

would seem to be an obvious area of concern; yet, few parents (16.73%) even expressed a desire for such a service.

Legal assistance was found to be in the lower bracket of obtainable assistance. Lack of knowledge on the part of the migratory worker would surely account for lack of response to this public service. The Florida Migrant Legal Service Program is gaining increasing momentum and should certainly add to the comfort and security of the migratory families.

V. METHODS OF ASSISTING THE MIGRATORY POPULATION

This section explores the major sources of funds as reported by the agencies. Each agency was asked also to list his second and third major sources. Each agency was also questioned about how it went about follow-ups on its clientele, and if it had a high rate of returnees.

Data response. A total of 345 agencies were contacted. In order to qualify for questioning, the agency had to be in some way assisting the migratory family. However, the highest total number of responses to any one question was 325; the lowest total number was 240.

Loss of response. In the case of agencies, there were many instances of non-response. For example, an agency who had no monetary involvement would not be included in the sources of funds questioning.

Definition of agency. An agency is considered to be any organization or group that gave any kind of assistance to groups or individuals. Here, this definition was limited to those that provided services directly to migratory workers or their families.

Major sources of funds. Federal funds provided 111, or 34.15% of the agencies, the major portion of their budgets. Ranking second were church groups with 57, or 17.54%, of the agencies being funded by religious organizations. The third most frequently used source of funds was county tax revenue with 38, or 11.69% of the agencies getting help from the county. Almost the same percentages of agencies, ranging from 9.85% to 6.46%, were funded by the United Fund, the State of Florida, and charitable groups other than those already mentioned.

Secondary sources of funds. On the top of the list of second major sources were charitable organizations, other than United Fund, and churches. A total of 46, or 16.79%, used these sources for secondary funds. Almost as many agencies were also funded by the State of Florida. Of the total, 45, or 16.42% responded that the State was their second source of funds. The churches were reportedly the second largest source for 28, or 10.22% of the agencies. They were ranked fourth. County tax revenues, the U. S. government and organizations such as the United Fund ranked fifth, sixth and seventh respectively on the list of major sources of income. Only two agencies received secondary funding from city tax revenues.

Of all the agencies who responded to the funding question, 152, or 46.20% said that they did earmark portions of their budget specifically for migrant services.

Methods of reaching migratory families. Of the 334 agencies responding to the interview item, 106, or 31.74%, indicated that the migratory workers or their children went directly to the agency seeking help. Forty-nine, or 14.67%, indicated that they (the agency itself) sought them out to offer assistance. Forty-five, or 13.47%, reported that the migratory workers went to them as referrals from other agencies. A total of 134, or 40.12%, responded that they reached their clientele using two or more of the above means with approximately equal frequency.

In seeking out migratory families, 114 agencies, or 41.72% answered that they did maintain stations where they lived. There was a total of 273 agencies who responded either "Yes" or "No".

Spanish-speaking clientele. Of the 335 agencies who responded to the item, 296, or 87.76%, indicated that they dealt with Spanish speaking people. Of the 305 who responded either "Yes" or "No" to the question, 184, or 60.33% of the agencies, reported that they employed some staff members who spoke Spanish. Only 92 agencies, or 28.13% said that they employed migrant aids.

Summary of data. The major source of all funds was reported to be the U. S. Government; churches ranked second, and county tax funds ranked as the third major source.

In 31.74% of the agencies, it was found that the migratory families went directly to them for assistance; 14.67% sought out the families; and 13.47% were referrals from other agencies. Approximately forty percent indicated using more than two of these methods with equal frequency.

All funding data is recorded in Tables LXX through LXXI (See next three pages).

TABLE LXX

FIRST MAJOR SOURCES OF FUNDING FOR ALL COUNTIES, MIGRANT ASSISTANCE PROGRAMS

SOURCE	Frequency	Percent
U. S. Government	111	34.15
Church	57	17.54
County Tax Revenues	38	11.69
United Fund or Community Chest, etc.	32	9.85
State of Florida	28	8.62
Charitable Organizations	23	7.08
Other	21	6.46
City Tax Revenues	0	.00

n=325

TABLE LXXI

SECOND MAJOR SOURCES OF FUNDS FOR ALL COUNTIES, MIGRANT ASSISTANCE PROGRAMS

SOURCE	Frequency	Percent
Charitable Organizations	46	16.79
State of Florida	45	16.42
Other	39	14.23
Church	28	10.22
County Tax Revenues	22	8.03
U. S. Government	21	7.66
United Fund	7	2.55
City Tax Revenues	2	0.73

n=274

TABLE LXXII

THIRD MAJOR SOURCES OF FUNDS FOR ALL COUNTIES, MIGRANT ASSISTANCE PROGRAMS

SOURCE	Frequency	Percent
Other	52	21.67
Charitable Organizations	18	7.50
County Tax Revenues	18	7.50
Church	15	6.25
State of Florida	13	5.42
U. S. Government	12	5.00
United Fund, etc.	4	1.67
City Tax Revenues	2	0.83

n=240

VI. THE MEXICAN-AMERICAN MIGRATORY WORKERS: A VIEW FROM THE VALLEY

One of the significant findings of this survey of Florida's migratory workers is that a large portion of Florida's field work is being done by Mexican-Americans from South Texas. Previously California, the Southwestern states, and Texas were considered the only areas where Mexican-Americans composed a numerically important element of the population. Of course this is still largely true, but now, and in the future, the presence of Mexican-Americans must be taken into account in Florida, particularly when one is dealing with the problems, needs, and contributions of migrant farm labor.

Among Florida authorities there is no agreement as to when the first Mexican-Americans arrived, but there is a general agreement that they first arrived in quantities after the "big freeze" during the winter of 1955 and 1956. According to the Florida Industrial Commission, the number and proportion of Mexican-Americans has increased each year since 1956. Likewise there is a general consent among farm owners and managers who were interviewed in Florida that Mexican-Americans are "good workers," "hard workers," and most of all "dependable workers." Florida's growers likewise agree that there is a perennial shortage of field labor, and that they would welcome more Mexican-Americans to the state to alleviate that shortage.* Not only do growers like and welcome Mexican-Americans, it must also be kept in mind that Florida's September through May growing season provides one of the few areas in the United States where winter farm work is available to migrant laborers.

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*The term "labor shortage" in this case may be taken to mean "not enough people to do the work" or "not enough people to create a labor surplus in order to force down labor prices."

Hence, it can be safely assumed that while presently a large number of Mexican-Americans are working in Florida's fields, this number shows indications of increasing in the future as it has in the past. Realizing this, and noting the Survey's findings that Mexican-Americans are concentrated in certain Florida counties (Dade, Palm Beach, Hillsborough, Collier, Charlotte), a study of Florida migrant labor in terms of education--or in any terms--must seriously take into account the culture and linguistic differences of the Mexican-American.

During Phase I and II of the field research for the Florida Migratory Child Survey, several differences were noted between Mexican-American migrant workers and those of other ethnic and cultural groups. These differences were so marked that they led to the formulation of several impressionistic and untested hypotheses. These observations and hypotheses were:

> In relation to other migrant groups--American Negroes and whites--the Mexican-American appears to be the best adjusted to the life of the migratory farm worker, The Mexican-Americans generally exhibit a greater degree of family cohesion, and are prone to earn and to save more prudently, have relatively positive attitudes toward education, have a sense of group (and regional) identity--in short they display a human dignity that is not ordinarilly associated with migrant farm workers.

Hence, the aim of the Rio Grande Valley portion of the survey was to investigate the validity and the underlying causes of the foregoing statement.

In order to aid conceptualization of this aspect of the research work several unanswered questions were formulated before field work was begun in the Rio Grande Valley. These questions briefly restated were:

(1) What kind of Mexican-American comes to Florida? Are those who migrate from South Texas "drop-outs" or are they economically and socially upwardly mobile?
(2) Do Texas Mexicans aspire to leave the migrant stream and settle in Florida?
(3) Is the Mexican-American family truly cohesive? Why? What effect does this have on education?
(4) Among Mexican-Americans, is formal education viewed as a positive good? Are there conceived differences between education in Florida and Texas? What are parental aspirations for children?

The initial hypotheses and the resulting points of inquiry opened an interesting and useful avenue of study. Obviously, the questions posed have no definite answers, but by living with and by observing the Florida Mexican-American migrant farm worker at his off-season home in the lower Rio Grande Valley some answers, and insights, can be presented.

Methods of study. Once the primary observations and hypotheses were made in Florida, a program of field study was planned and carried out. In the most unadorned terms, it was decided that Mexican-American migrant workers were worthy of further study; most Mexican-American migrant workers come from the Rio Grande Valley in Texas; and that intensive investigation should be done in the Rio Grande Valley.

Prior to leaving Florida, two preparatory tasks were performed. First a list of names and addresses was made of Mexican-Americans interviewed in Florida; these were to be contacts when they reached "the valley" after leaving Florida. Secondly, a brief review of the literature concerning Mexican-Americans was made. This review was by no means exhaustive, but it was extremely useful in providing historical and background data. The time available for field work in Texas was exactly six weeks--from June 7 through July 21, 1969.

Field Investigation was guided by the tenets of Anglo-Saxon pragmatism and by the principles and methods of social anthropology. The brevity of time allotted called for a pragmatic plan of action, while field methods consisted of informal interviews, the use of key informants, and participant observation of (and with) the migrants in their home setting.

During the course of the study a pattern evolved whereby investigation passed from broad, nonintensive plans of study to narrow, intensive study. In other words, study was begun on the most general terms--a review of the literature concerning Mexican-Americans.

Next the investigator went to the University of Texas at Austin, and there interviewed members of the Anthropology and Education Departments. From there the investigator went to the Rio Grande Valley and visited various towns and cities. Brownsville, at the lower extreme of the valley was chosen as the general area to be studied. Upon investigation of Brownsville and after consultation with several local authorities, two Mexican-American neighborhoods were chosen, Southmost and Las Prietas (also called Garden Park), where the majority of the study was accomplished for this report. While field work was being done, the investigator lived with a migrant family in Las Prietas.

Extensive informal interviewing was done in the two neighborhoods. From those interviews three families were selected for intensive study and interviewing. The criteria for the selection of these three families were the following: (1) that in the recent past they had migrated, as a family, at least one season to Florida, (2) that they were more or less open and friendly to the investigator, (3) that each family was believed to be "typical" as Mexican-Americans and as migrant farm workers, (4) that the three families when portrayed together would present a fairly complete and accurate picture of Mexican-American migrant farm workers living in the lower Rio Grande Valley.

With each of the families, interviewer-interviewee relationships and research techniques were begun on a formal basis. As a familiarity and rapport developed this formality diminished, prepared questionnaires were no longer used, greater amounts of time were spent with each of the families, conversing with them, eating meals with them, watching television together, and visiting relatives together. This rapport was at its best during the last Sunday spent in Texas when the interviewer and one of the families attended a large Sunday barbecue and dance following a baptism. Being the only one present who wasn't a Mexican, the interviewer was introduced as one "who is a Mexican although he looks like a bolillo (non-Mexican)."

As a product of the general background study and of the more intensive family studies, some conclusions and recommendations are presented at the end of this report. It must be kept in mind that this study was conducted by one interested in observing, articulating, and analyzing that which composes human culture and cultural differences. For this reason this study will present to the reader a glimpse of Mexican-American culture, an idea of attitudes toward education, and a few insights into general value systems. Dedicated as educators and school officials are to the creation of new problem-oriented programs, this report will provide some background information and a cultural foundation upon which sensitive and effective action might be taken.

A Word About Terms. Carey McWilliams begins his classic book, North From Mexico: The Spanish Speaking People of the United States, with a five page introduction in which he grapples with the problem of what to call different ethnic groups. He finally settles upon the term "Anglo" to designate all persons who are not Mexican or Indian and "Hispano" to designate the Spanish speaking. He is quick to point out that in themselves these terms are essentially meaningless, rather they are the heads and tails of a single coin and really define a relationship.[1]

Arguments as to what terms to use can become hopelessly confusing and, as McWilliams points out, "Any phrase (to designate ethnic-linguistic groups) will necessarily prove to be misleading, inaccurate, or possibly libelous."[2] For the purpose of this study, terms most generally in use seem the most fitting, however, this still does not eliminate all confusion.

The term "anglo" which is in wide use, will be taken to mean those not of Mexican extraction. The terms "Mexican" and "Mexican-American" will designate Spanish surname peoples of the American side of the Rio Grande Valley. "Mexican Nationals," or "People from the other side," or a similar term will designate those of both Mexican culture and nationality. Finally the various common terms for racial and cultural designation will be used from time to time. A bolillo is a Mexican term for Anglo, it may connote varying degrees of affection or derision. Otherwise, in respectful or differential usage the term americano is used by Mexican, while Mexican Nationals will use the term northeamericano (North American). Mexicans may refer to themselves as chicanos, which simply means Mexican-American; this is a good and useful term, but it does not have much coinage in the areas observed. Finally, the term and the concept of la raza (the race) may be taken to include all those of Mexican-Indian-Spanish background, it often implies an almost mystic kinship between those who share this historical, cultural, and linguistic heritage.

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[1] Carey McWilliams, North From Mexico: The Spanish Speaking People of the United States. (Philadelphia: J.B.LIppincott, 1949); pp. 7-11.

[2] Ibid., pp..7

In the light of the fact that almost all of the interviewing and observing for this study was done in Spanish, there will be an occasional use of the untranslatable Spanish words. These words will appear underlined in the text (unless frequently used) and will be defined in parenthesis. A glossary of all Spanish words and terms used will be found at the end of the text.

I. AN OVERVIEW: THE RIO GRANDE VALLEY, BROWNSVILLE, TWO BARRIOS.

In the course of interviewing Mexican-American migrant farm workers while they were in Florida, it became clear that the great majority of them thought of Texas' lower Rio Grande Valley as home. Likewise, perhaps by chance, a very large number came from Cameron County and the Brownsville area. As Florida's last crops are harvested in late

May, most Mexican-Americans return to the Valley to rest a few weeks, check on their houses, pay bills, and visit their families. Then as crops through the northern states come ripe, a large portion pack up for Michigan, Ohio, Colorado, and New Jersey to work for the summer. Due to this work pattern, the months of June and July are excellent months to find the Florida migrant at home in the Valley.

To present a general background of Mexican-Americans, migrants, and life in the Rio Grande Valley, this overview will be divided into diminishing geographic facets: the Lower Rio Grande Valley, Brownsville, and two barrios (neighborhoods)--Southmost and Las Prietas. Although the divisions are geographic, emphasis will be placed upon a well rounded description of local history, demography, economics, politics, educational facilities, race relations, and life styles. Hopefully, in this manner an understanding may be gained of this homeland which each year spews forth so many of its inhabitants and yet each year draws almost all of them back. More importantly, the better known the Mexican-American's homeland and cultural roots, the better understood the Mexican-American himself.

The Lower Rio Grande Valley. The Lower Rio Grande Valley is a broad, flat fertile riverine plain which consists of the four southmost Texas counties of Starr, Hidalgo, Willacy, and Cameron. The area is traditionally rural and agricultural, producing cotton, sorghum, rice, vegetables, and citrus fruits. The climate is not unlike that of Miami--humid and oppressively hot in the summer while winters are moderate. The similiarity is further heightened by the abundance of palm trees wherever there is water. The Rio Grande River runs south and then east through the area, marking the American and Mexican Borders.

During the dry summer months the river is not as formidable as its name would have one believe--it is light brown in color and perhaps 25 feet wide. The Mexican state of Tamaulipas occupies the southern bank of the river; in geography and in agricultural products Tamaulipas is greatly similar to the Texas side.

The majority of the 395,076 people[3] living in the Lower Rio Grande Valley are Mexican-Americans. Starr County's residents are almost 85% Mexican-American while the inhabitants of the other three counties are 65-75% Mexican-American.[4]

As previously stated, the area is largely rural and agricultural. Within the four counties of the lower Rio Grande Valley, only four cities have a population of more than 20,000. The vast majority of those working are employed in either agriculture or service occupations; there is a noticeable lack of industry and manufacturing. This absence of industrial employment and the implementation of mechanized agricultural methods have largely been responsible for an extremely high unemployment rate in the entire Valley. With little generalized economic activity, depressed prices, and high unemployment, the Lower Rio Grande Valley is an underdeveloped region of the United States.

Given the high degree of rurality of the inhabitants of the Valley, and the high percentage of unemployment, and finally, realizing that Mexican Nationals and Mexican-Americans have traditionally been employed in groups to travel and work in the United States [5] - the vast yearly out-migration from the Valley appears to be a natural and inevitable response to the economic situation.

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[3] Texas Almanac, 1968-1969 (Dallas: A.M. Belo Corp., 1968).

[4] U. S. Census 1960.

According to a 1968 report published by the Good Neighbor Commission of Texas (formerly the Texas Council on Migrant Labor), 40,500 adult farm workers migrated from the Valley in 1968.[6] This figure is extremely doubtful for it indicates only those who registered with the Texas Employment Commission, and it is common knowledge that large numbers don't register. Likewise this figure only indicates numbers of adult workers, children remain uncounted. If one realizes that Mexican-American families are almost always large and that, as a rule, families migrate together, this figure of 40,500 would be easily doubled if children were taken into account.*

Most of the Mexican-Americans and most of the migrant workers living in the Valley are rural or semi-rural people. A few live in cities, more live in semi-rural barrios on the outskirts of urban centers. Another residence area in the Valley is known as a colonia. This is a rural phenomenon where ten or a hundred families may live as neighbors in an unincorporated group that enjoys no municipal services or status. It is estimated that half of the Valley migrants live in these small, rural groups.[7] This is not a recent phenomenon, as some of these colonies date back a hundred years with generation after generation considering the area as "home." Almost all colonias have electricity today, but they do not have community water supplies, sewage and garbage disposal, post office, or schools; and they have almost political representation.

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[5] McWilliams, pp. 216-217.

[6] Texas Good Neighbor Commission, Texas Migrant Labor, 1968, Appendix, p.2.

*An official of the Texas Employment Commission estimated that between 90,000 and 300,000 people migrate out of the Valley each year.

The history of relations between Anglos and Mexican-Americans has rarely been harmonious or cordial. Remembering that Texas Anglos, after suffering the Alamo massacre, won their land in battle against Santa Ana's Mexico, and remembering the Mexican-American War of 1845-1848, it is an easy matter to find roots to these inharmonious relations.

Since the mid-19th century, until recent times, relations between the two groups have been roughly analogous to Negro-White relations in the American South: economic and social domination by Anglos, by whatever means possible--including the frequent use of violence. This aspect of domination, and use of violence to enforce it, need not be dealt with here, Carey McWilliams best epitomizes it in an anecdote he recounts in North From Mexico. "When asked how many notches he had on his gun, King Fisher, the famous Texas gunman, once replied: 'Thirty-seven--not counting Mexican.'"[8]

Brownsville. Brownsville lies at the extreme southern tip of Texas; it is situated on the Rio Grande River about thirty miles west of the Gulf of Mexico. Immediately across the Rio Grande is the

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[7] Ibid., Ch. 3, pp. 11.

[8] McWilliams, p. 98.

Mexican city of Matamoros. Brownsville's population is currently between 53,000 and 55,000, while that of Matamoros is around 110,000.

Actual settlement of Brownsville began in 1845, and increased in volume with the establishment of Fort Brown in 1846. In 1850 it was incorporated as a town, and by the 1860's it had grown to be a thriving city. The major part of this growth was due to the fact that Matamoros and Brownsville served as a principal gateway for the shipping of cotton and the receiving of arms and supplies for the blockaded Confederate States of America. After the War between the States,* Brownsville diminished in size and importance until the coming the railroad in 1904. Since then the city has continuously grown and developed at a slow, but steady pace.

It is commonly stated that Brownsville's population is 85% Mexican-American. Most Mexican-Americans live in the areas immediately adjacent to downtown Brownsville or in barrios a short distance out of town. Most Anglos live in a suburb northwest of the city. Negroes are a rare sight in Brownsville; at Brownsville High School, which has nearly 5,000 students, only eight Negroes are enrolled.

In general, Anglos and Mexican-Americans agree that relations between the two groups are probably better in Brownsville than in any other part of Texas. This largely appears to be due to the fact that the great majority of Brownsville is Mexican-American and that so much commerce and personal contact goes on between Matamoros and Brownsville. Brownsville, unlike other Valley cities, is not predominantly a farming center. Most Anglos in Brownsville, also unlike other Valley cities, are descended from European or New England families which have been in the city for years as business or professional people. Likewise, due to climate and other factors, professional people and businessmen from the northern states have settled in Brownsville.

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*It is interesting to note that on May 12, 1865 (a month after Appomatox) the last battle of the Civil War was fought on the banks of the Rio Grande outside of Brownsville--the Confederates won a decisive victory.

Among the majority of Mexican-Americans a two-class system seems to exist. Of course, in purely economic terms there is a three class system: some people make a lot of money, some earn a medium amount, and some earn very little money. But it appears that the greatest social gap is between those who earn a medium amount of money and those who earn very little. Hence those who cross the gap tend to identify themselves with all upper and middle class (in economic terms) Mexican-Americans as opposed to the "river bank peons." As mentioned already, what is needed to cross the gap is money (produced by a steady-non-migrant-job), some education, a good grasp of English (for economic and prestige reasons), an ability to get along with Anglos, and as many urban living styles and possessions as possible (e.g. indoor plumbing, no chickens in the house, ownership of a car rather than a truck).

What percentage of Mexican-Americans fall into each category is impossible to determine. What is important to point out is that employment and money are in short supply for Mexican-Americans in Brownsville. First of all, there is very little industry or manufacturing in the area, secondly mechanization has cut back on the local need for field hands. Unemployment is high in the area, but no realistic unemployment figures are available. Also, it must be pointed out that the economy is a depressed one as a result of low pay scales. To cite a few examples: a city road maintenance worker earns $45.00 a week, a bookkeeper or secretary starts work at $300.00 a month, a cashier in a restaurant earns $1.60 an hour, and a shrimp cleaner in the local shrimp processing plant earns $1.25 an hour and a field hand will work for $7.00 a day.

Brownsville is a child of the border; dominantly Mexican-American, but controlled by Anglos and upper class Mexican-Americans, and a poor provider for the majority of its citizens.

Two Barrios: Southmost and Las Prietas. Brownsville has suburbs of varied types. Two of these suburbs contain the great majority of the city's Mexican-American migrant farm workers. These are the areas known as Southmost and Las Prietas. It was in these two barrios that the major amount of investigation was done, and it is in these areas that all of the families intensively studied live. All of those questioned claim that these two barrios are reasonably typical of Mexican-American barrios, the only possible difference being that they lie adjacent to Brownsville which is a much larger city than others in the Rio Grande Valley. In that this study was primarily of individual migrants and their families many stones had to remain unturned in the investigation of barrio history, power structure, economics and life sytles in general. However, Mexican-American barrios and barrio life must be understood to some degree if those who migrate out of them and return to them each year are to be understood.

The barrio named Southmost is located northeast of central Brownsville. It is about three miles from the downtown area and is served by municipal bus service. A reported 5,000 people live in the area in approximately six or seven hundred houses.

Within the community is one large Catholic church, a small Catholic chapel, a large Evangelical Lutheran church, and a tiny makeshift Baptist church. To satisfy the body as well as the spirit there are two fair sized 7-11 type stores, perhaps a dozen small corner groceries, two _tortilla_ factories, and a small bakery. Likewise, various needs are served by the presence of a laundromat, a Spanish language drive-in theatre, two or three small filling stations, a fruit and vegetable stand, and a half-dozen home-owned _raspa_ stands. There are no doctors or dentists in the neighborhood, but two houses have signs advertising mid-wife services. Also it is claimed that Southmost has are three or four _curanderos_; these are much used lay healers who practice folk medicine with the use of herbs and charms.

In the center of Southmost is the Brownsville School for Migrants. This is one of several Texas schools which was founded in an attempt to cope with the reality that migrant children miss a large portion of school every year. Most Texas migrants go to the northern states to work during the spring, summer, and early fall. In so doing they almost inevitably take their children with them. In the past this involved removing the children from school in April or May and usually returning them to school around the end of September. To compensate for the migrant's work schedule, the Migrant School is run on a compressed school year. School opens on the first of November and closes in mid-April; accordingly, school days are longer--classes begin at eight in the morning and finish at five in the afternoon. Mr. Rulien Gallegos, the school's principal (a former migrant child himself), asserts that there are several other specialized functions the school performs. A free lunch is given each day (this is the only school in Brownsville where this is done), free medical and dental check-ups are given, and a small clothing allowance is given to needy cases. Classes are kept to thirty children (the school teaches from kindergarten through grade six) and each teacher has a full-time teacher's aide. During the summer Head-Start classes are held for children who have not migrated north. The school was founded in the fall of 1965 and, at present, its winter enrollment is a little more than 650.

Clearly, not all Southmost's children go to the Migrant School, nor are all the children enrolled there from Southmost. According to the school's social worker somewhere around a third of the barrio's families migrate during the year. Most homeowners who migrate nail boards or corrugated tin over the windows and doors of their houses in order to foil vandals and high winds. According to a rough count of boarded-up houses in the neighborhood, one third seems to be a reasonable estimate.

Housing in Southmost is highly varied. There are no luxurious houses with swimming pools, yet the area cannot be termed a slum. Perhaps it can best be described as a working class area which still has some rural aspects. One four-block area is a low-cost housing development covered with small identical frame houses set too close together without the benefit of trees or shade. Another area at the edge of Southmost is a large corn field which is now being sold, bit by bit, as housing plots are created. Here exists the barrio's worst housing where tin and tarpaper shacks are common. The majority of the houses in Southmost are between five and fifteen years old. Most bespeak a certain homemadeness and almost all are well planted with flowers, bouganvilla and palm or fruit trees. Behind many of the houses are small sheds containing a dozen or so chickens.

About three miles due west of Brownsville lies the barrio called Las Prietas. Las Prietas, recently renamed Garden Park, is much samller, much less prosperous, and more rural than Southmost. There are about 225 houses in the barrio; the local priest estimates that anywhere from 1,500 to 2,000 people live in them. Las Prietas is relatively new barrio, until twelve years ago the area was planted in sorghum. At present the entire barrio is served by electricity and the municipal water system, but there is no sewage system and only about half the streets are paved.

The number of various services available is less in Las Prietas than in Southmost. There is one large Catholic Church and a small Jehovah's Witnesses Temple. Local shopping is done at eight or nine small, poorly stocked corner grocery stores. In front of the barrio is the new Garden Park School which has an enrollment of 300 children in kindergarten through grade six. As in Southmost, there is a branch office of the local office of Economic Opportunity community services center. Here government surplus food is distributed and various community development activities are planned.

Perhaps due to its newness, the barrio is quite clearly a rural area which is becoming suburban, or even urban. Enhancing this sense of rurality is the fact that Las Prietas is surrounded by vast sorghum fields. In the barrio itself, the dirt streets, omnipresent outhouses, frequent henhouses and occasional pigs, goats, or cows all indicate a passing, but nevertheless still discernable, rurality.

Once again there is great variety in housing. Some houses are new, small freshly painted with fences around them. The majority appear to have been built by the owners themselves and are in various stages of completion or repair. A very small percentage of the houses are of the tin and tarpaper variety.

The organization of the community is casual; no formal leaders or committees function at normal times. Various leaders and short term organizations have sprung up in the past to meet occasional needs. For example neighbors have organized themselves to demand waterlines, pavement, or lighting for their streets, but, by and large, people are family oriented and display little interest in forming or joining local groups.

Most people living in Las Prietas claim that "the majority" or "more than half" of the people migrate during the year. The period of heaviest migration is the summer when large numbers of houses are boarded up and the barrio seems deserted. Of those who don't migrate, some work in local picking summer crops, others work for the city road department, some work in town as waitresses or store help, and many are temporarily unemployed, a few are on welfare.

Such are the barrios of Southmost and Las Prietas. In retrospect they are blue-collar neighborhoods, almost completely peopled by Mexican-Americans. Although many speak English, Spanish is the principal language in both areas. Both barrios, and the people in them, are becoming more urban and less rural, but in light of this rurality, the earmarks of poverty must be viewed: to call Southmost and Las Prietas "slums" or "ghettos" in the usual sense is to affix them with a highly inexact and unjust label.

II. THREE FAMILIES

In the process of living with and observing migrant workers it soon became apparent that there is no such thing as the "typical migrant."

It was found that there are a large body of attitudes, life histories, and life styles that are more or less typical of the Mexican-American migrants who migrate to Florida. In order to protray these aspects it is necessary to present several families who are quite different from each other, yet who are all representative of Brownsville's migrants. Thus, three families are presented. In order to conceal their identities their names have been altered.

The Acosta Family. Raul Acosta, his wife, and six children live in Las Prietas. Acosta is thirty-five years old, his wife Guadalupe,is thirty-one, their children are aged 12, 10, 9, 7, 6, and 3. He is a short man, wiry of build, with medium light skin that the sun and elements have already begun to crease. The Senora is short also but much heavier than her husband; her hair is long and black, her skin dark, her eyes dark and almond shaped above prominent cheekbones. Her entire appearance and manner indicates almost complete Indian ancestry, and despite her present child stretched and frijole stuffed figure, one cannot help but imagine her brief youthful beauty and mourn its passing.

The Acostas live in the front part of Las Prietas, the part that is closest to the main highway, where streets are paved, and where houses are generally in the best condition. Their house is a small, one-storied, five room house that is painted lime green. It is a new house, prefabricated and contractor built. On other occasions the term "ticky-tacky" would be applied, but in this case the house bespeaks so much pride and care, that the term is a cruel one. The living room perhaps best evidences this care: the bookless bookcases are filled with neatly placed and well dusted family photos, plaster saints, and plastic flowers; all the furniture is clean, unworn and doily-draped; the two coffee tables each have large, multicolored, free form blown glass vases - one with red plastic roses; the wall to wall linoleum carpet is without worn spots and always clean; on the walls hang a polychrome print of the Virgin of Guadalupe (Mexico's patron saint) and a three-foot by four-foot embroidered mat with a portrait of John F. Kennedy.

Raul Acosta has been doing farm work all his life; he was born on a small ranch outside of Tampico in the Mexican state of Tamaulipas. When a small boy, his family moved to Matamaros and soon began crossing the border each day to work in the fields of Texas. A little less than ten years ago he got a U. S. resident visa, most of the time since then he has lived in various parts of Brownsville and the family has migrated at various times to California, Colorado, and Michigan. Advised of the availability of work in Florida by a cousin, the family first went there in the fall of 1966. During the six months they were in Florida that year, they had an uncomfortable but profitable time. In that period they made contact with the Duda Farms in Charlotte County and decided to return the next year.

Upon return in the fall of 1967 they found their patron (boss) to be a good person to work for, and the pay good. During the course of that year Acosta bought himself a new Dodge pick-up truck, with a camper structure on the rear. The patron acted as cosigner in financing the truck; this was predicated by the verbal agreement that Acosta would return to the Duda Camp the following year.

Upon return to Brownsville in late May, the Acostas decided to invest in a new house. Consequently they bought a lot in Las Prietas (where a brother-in-law was already living) and made a downpayment on their present house. Early in the summer Acosta had doubts about over-extending his finances with the purchase of a truck and a house in the same year. Consequently, he moved his wife and family into the new house and he went to Michigan to work in sugar beets and cherries. Upon his return in August, and after a couple of weeks of rest, the family returned to Charlotte County. Apparently it was a successful year (it was during this work year - Spring 1969 - that this interviewer met the Acostas in Florida) for Raul Acosta began doing less picking and more tractor driving, truck driving, and mechanical repair work. In early June they returned to Las Prietas and have stayed there for the summer without migrating north. In August they will return to the Duda camp to do cleaning and repair work in preparation for planting time.

During the course of interviewing and getting to know the Acostas, the issues and questions basic to this study were often discussed. The Acostas' opinions and observations were many, wide ranging, and occasionally inconsistent. Below will be presented a synthesis of these opinions, using direct quotes where possible, concerning certain selected topics. Some of the quotations were taken from tape recordings, some from notes written immediately following the interviews. All were translated from Spanish by the interviewer.

(1) The migration process in general:

"The first thing you have to remember about the Valley is - there isn't any work -- and that should answer most of your questions about why people migrate." Then -"there is work if you have something special to offer, a skill, education, or influence, but most people dont' have these - so you have to migrate."

Raul Acosta has two and a-half-years of formal schooling (which he got in Mexico), speaks very poor English, and claims he has no influential friends or family to help find work in the valley.

"Migrating is not a bad thing - of course it depends on who does it, and how he does it"- the parts Raul Acosta doesn't like are the danger (driving to Michigan, Florida, etc.), "and places that give you dirty bug-infested places to live. Of course I miss my friends and relatives and my home when I'm not here, but I dont't see any other way to make a living."

The interviewer on various occasions presented Acosta with the thought that perhaps mechanization would rob migrant labor of its employment.

"Look, you hear alot about mechanization, some of it true, a lot's not. For example everyone survived when they brought in machines to pick cotton in the Valley (95% of the Valley's cotton is picked by machine), people just look around for something else -

that's what we did. In my concept, I think there are a lot of crops that are never going to be tended or picked completely by machine - there will always be some kind of work."

(2) The economics of migration.

Acosta, who has made a good go at migrating, feels that the economic side of migration is not a bad one. Florida and the Duda operation offer a fine opportunity for him for the pay, he feels, is good, the patron is a fair man, and in Florida there is a long work year at a time when few other areas offer work.

"If you are going to migrate, you have to think about how to do it. Now a lot of people go every year, work like donkies, and come back each year with a new car, no money, and a lot of stories about what a good time they had. Of course its more expensive to live when you leave the Valley, but you have to plan and be careful. After a trip to Florida I like to bring about $2,000 back here so I can pay what I owe (house payments, taxes, doctor bills, etc.) and fix up my truck. Also I think it's better if we don't travel and work in the summer, its better to stay here and rest, visit with our families, and maybe take a trip to Mexico."

When asked if he had thought of settling in Florida and working there year round: "No, Florida's a place to work - not a place to live. Anyway, there's no work in Florida in the summer. I'd rather be unemployed here than in Florida. Most important, all my relatives and all my friends are here; this is my tierra (homeland) and leaving it doesn't interest me."

(3) The family and education.

Except for a summer trip to Michigan in 1967, the Acostas always migrate together. Mrs. Acosta was surprised when migrating was termed a "hardship" for her; she regards it all in philosophic terms and claims it has to be done. Her chief complaints were the danger of the drive, high prices in Florida, and that she didn't much like the housing conditions. Of the six children, five are of school age. They have attended school in both Brownsville and in Florida.

When asked about the conflict of migration and school, Raul Acosta replied:

"Yes I see it as a conflict. It doesn't hurt children to change schools once in a while, but a lot of children change schools so much that they lose interest. Worse than that, too many children don't go to school - they work in the fields instead."

"In our case, we leave here early in the fall and put the children in school just a couple of weeks late in Naples (Florida). When we leave Florida, we leave just two or three weeks before the end of the school year, it doesn't do any harm to take them out that late in the year. The children spend the whole year in the same school; that way, I think, is best for them. Also I don't let them work in the fields, so they have to go to school."

When asked what they thought of the schools in Florida, both parents claimed they had no complaints. The children seemed happy, and the school bus driver didn't let them fight on the bus on the way home - they felt this was an extremely good point.

All of the children get free hot lunches at school, this also was felt to be a positive factor. Neither parent had been active in the PTA, nor did they feel an inclination to be - this was felt to be something for those who "live in Naples." In fact neither had visited the school except to register the children, and once to pick up one of the children who had gotten sick.

Considerable questioning was done concerning education and the future of the children:

Q. "Do you think school is a good thing for your children?"

A. "Yes, of course, because there they can learn to read, to speak English and all their other lessons."

Q. "How can they use those things?"

A. "Well they don't only learn lessons, they also learn how to conduct themselves well and to have respect for their elders; that which is custom, and for their patron."

Q. "Do you think its good if they keep studying, and go on to high school?"

A. "Yes, in particular for the boys. I only went to school three years in Mexico, my parents couldn't afford to send me any more. Everyone says you need education now and I guess I believe it. Now, I don't say it's a bad thing to work in farm work, but when I started working in the fields I didn't have any choice, there wasn't any other work and there was nothing else I knew how to do anyway."

Q. "Well, you've had good luck with farm work, what value would education have for you?"

A. What I mean to say is that I want my sons to be able to choose their work. You can always do farm work, and my sons can do it if they want, but the best thing is to have a choice. To be able to choose, you need education."

When asked to define the word "education" Acosta came up with the terms, "read and write," "speak English," "know how to conduct oneself well," and perhaps have a job skill. When asked what he would like to see his children doing in ten or fifteen years he replied:

"I don't know, I really haven't thought about it, I guess most of all be in good health and have work somewhere."

The Delgado Family.

The Delgados also live in Las Prietas, their house is located in the center part of the barrio on a street that has only been recently paved. The father, Ignacio Delgado, is forty-seven years old, his wife, Maria is forty. Ignacio speaks fairly good English, while his wife's is very poor. Ignacio is a man of medium build with a good sized paunch. His hair is beginning to turn grey and his face seems dominated by a bushy, tobacco stained, grey moustache. He has small, quick eyes, and smiles easily; he has the reputation of being a wit and a joker. He also is a musican of sorts, and the living room of his house is hung with drums, an accordian, a couple of broken guitars, and his pride and joy --a violin, most of which is composed of parts which are homemade replacements.

Maria Delgado is a short shapeless woman whose skin is surprisingly light and whose brown eyes never look at the person to whom she is speaking. Her place in the household was largely restricted to the kitchen where she was continuously cooking or making tortillas, and the back yard where she was busy feeding chickens and washing clothes. In the course of this study little rapport was made with Maria Delgado, who either sat quietly or removed herself from the room to do her chores. Even when eating with the Acostas she was little seen, for the family ate in the rural Mexican manner: the men would eat at the table while the women watched them, what was left would be eaten by the women in the kitchen.

The Delgados have five children, the eldest Maria, is married and living in Houston. The next youngest, Ignacio Jr., is in Colorado doing farm labor. He spends most of the year migrating, sometimes to Michigan, sometimes to California, once to Florida. He lives with his family only occasionally, and seems to have been a problem both at home and at school. Ignacio Delgado's feelings about this oldest son were never articulated. Yet the impression was gathered that his feelings were a combination of disappointment that the boy probably wouldn't "make something of himself" and a quiet pride and amusement in the fact that he is off sowing oats and exploring the world on his own, much as his father did.

Ignacio Delgado was born in Brownsville and has lived there the major part of his life. With some pride he points out that he is a World War II veteran and that the Army was his best education. It was in the Army, he claims, that he learned English and learned "how the world is." Between the years 1960 and 1966 Delgado worked at a Catholic School in Brownsville as a janitor. In late 1966 he had a quarrel with his patron and either quit or was fired from his job. That year a brother-in-law, who is a truck driver in Florida, told Delgado there was work in Dade County. Realizing that he would remain unemployed in the Valley, Delgado took a bus to Florida and almost immediately found work. Each week he sent a money order home to his family, and at the end of the Florida season he came home with three-hundred dollars. After resting a few weeks at home, the entire family packed up and went to Michigan that summer. The following November (1967) Delgado's Florida patron wired money and the whole family came to Florida. At the end of the season they returned to Las Prietas with a new used truck and "a few hundred dollars."

By now the Delgados have a stable migrant pattern. Early in November they leave the Valley and go to Homestead, Florida where they stay at the South Dade Camp. There they plant tomatoes and later weed them. They pick the tomatoes until late January or early February when they leave for Okeechobee where they pick cucumbers until the end of April. From there they move on to Ruskin, near Tampa, to pick tomatoes until the middle of June. They then leave Florida, return to their house in Las Prietas, rest and visit people, and then drive to Ohio in mid-July. Ohio offers work all summer in both the sugar beet and tomato crops. In mid-September all the harvesting is done and the Delgados return to Brownsville to rest before returning to Florida.

In each of the places they go, the Delgados have a "fixed employment" - that is they know the employer or patron and are more or less satisfied with the work and the pay under his employment. Likewise, the patrons are satisfied with the Delgados and can depend on their presence at a given date. Ignacio Delgado claims that pay is generally better in Florida than in Ohio. This is due to the fact that most of the work in Florida is done on a piece-work basis, while most of the work done in Ohio is paid by the hour. The family agrees it can make much more on a piece-work basis, particularly in Florida where the piece-work rate is higher than that of Ohio.

The Delgados live in a faded yellow clapboard house that measures about fifteen feet by fifteen feet. The house, like most in the barrio, sits elevated off the ground on a series of two foot high concrete posts. The interior of the house is divided into two rooms, one serves as a kitchen, dining room and living room. The other, divided by a cloth curtain hung on a string, serves as two bedrooms. The living room area gives an impression of grayness and general disorder. The interior walls and floor are unpainted and have become a sort of weathered, stained off-gray. Hanging on one wall is a Mexican calander with a large picture of a young boy and girl receiving their first communion. On another wall Delgado's Army discharge certificate is tacked and two rather yellowed photographs are hung - one is the Delgado's wedding picture, another - taken several years later - shows the couple seated with their four children. While the house us not extremely disorderly, it is not neat and clean, but then it must be remembered that the family does not spend much of the year living there.

The yard surrounding the house is bare earth which is occasionally swept off by Mrs. Delgado. Four or five chickens wander about in the yard, eating whatever kitchen scraps are thrown out to them. Behind the house are three small sheds. The largest one is a storage room and is sometimes used as a spare bedroom; a short distance away sits the outhouse, and beside that is a small shed which contains a shower. Off to one corner of the lot an old Edsel sits on four flat tires; one of Ignacio Junior's uncompleted projects.

The second Delgado son is 15 years old; his given name is Roberto but he prefers to be called Bobbie or Robert, even when being spoken to in Spanish. He is short and well built and is much given to wearing his shirts open down the front, exposing an over-sized gold religious medal. Robert is a quiet and unprepossessing boy; much of his time is spent helping his father do chores around the house. His favorite is working on the family truck (new this year) to get it ready for the long ride to Ohio.

Robert is a surprising person, he looks like everyone's idea of a Pachuco - a young Mexican-American tough. His oily flat top haircut, open shirts, tight pants and apparent sullen disposition all add up to a distasteful impression that quickly leads one to conclude, "mean little bastard." Yet he isn't, after the third or fourth conversation with him it becomes clear that his sullen manner is largely shyness and that his mode of dress is copied from his friends. About this time it also became clear that he treats his parents with a respect and deference - and even fondness - that is little seen in most Anglo homes. Robert has never been in any sort of trouble and has caused few problems at home other than the fact that he loves to sneak the truck out and drive it around the barrio's dirt roads. In the light of this difference between the first and later impressions, one is painfully forced to wonder how many of Robert's teachers have seen beyond this first impression.

In school, Robert has not been very successful. The past year he was in the seventh grade and he claims he has stayed back "two or three grades." When first asked what he thought of school, he claimed that school was all right-that he liked all the schools he attends. With time, he admitted that he didn't like school at all, and would much prefer to be out working in the fields. At this point he repeatedly used the term "boring" and "tiresome" to describe schools in general.

Each year Robert and his sisters attend three, sometimes four, schools. In two of the four schools there are only "five or six" other Mexican-American children. Some dialogue concerning schools was taped:

Q. (Having just completed discussing how many schools were attended each year), "Which of the schools do you think is best?"

A. " I like it here in Brownsville."

Q. "Why?"

A. " Well, I guess because I know more people there, and also because most people there are alike."

Q. "Alike?"

A. "Everyone in the school here is Mexican, we're all of la raza.

Q. "This isn't true in Florida?"

A. "Of course it isn't. Like one school we go to has only a few Mexicans."

Q. "What do you mean by a few?"

A. "Well, six, no maybe ten or eleven."

Q. "Do you get into fights with the bolillo kids?"

A. "Oh, no. There are just so many ...."

Q. "Tell me, did you ever go to a bolillo's house, say for a party, or to visit?"

A. "Oh, sure."

Q. "How many times?"

A. "Well, let me see. It's hard to remember. I guess one time."

Q. "Do your bolillo classmates ever visit you at home?"

A. "No."

It took a long time to get another point articulated, one that Robert claimed was central to the reasons schools are "dull":

Q. "Look, we've talked a lot about schools and teachers, and classmates, but I still can't picture in my mind what it is like for Robert Delgado to go to school in, for example, Ruskin, Florida. For example, what do you do on your first day of school there?"

A. "Well, the first day we all go to school with my father in the truck. Then we go to the office and get put in school."

Q. "Registered?"

A. "Yes."

Q. "Then do you meet the teachers?"

A. "Well sometimes. Then sometimes the lady in the office gives us a paper and shows us where to go."

Q. "When you finally get to your classroom, or classrooms, where do you sit?"

A. "What do you mean?"

Q. "Well, do you sit in the front or the back?"

A. "Oh, in the back, I guess."

Q. "What are the lessons like when you get to your new class?"

A. "All right, boring like I told you."

Q. "Have you usually seen the lessons before? Do you know what the teacher is talking about?"

A. "Of course not, the lessons are new and one doesn't know what the lessons are about."

Q. "So, what do you do?"

A. "Sit, listen; like I say - its boring."

Q. "Is school usually like this?"

A. "Yes, more or less."

Q. "Do teachers usually give you help in order to understand the lessons?"

A. "Well no, But...yes, I had a math teacher, Mrs..... Mrs..., I don't know what - but anyway she used to help me with arithmetic."

More generally, vocabulary is quite rural - that is analogies are very frequently made to animals, farm tools, etc. Also, the general pattern of idle conversation most frequently turns to rural topics - the scarcity of rain, merits of a certain horse, so-and-so's record weight hog, and the going market prices for present crops.

In commenting upon not only the Delgados, but most of the Mexican-Americans observed, this rurality must be stressed. Recognition has often (and is in this case) been made of cross-cultural differences in terms of Mexican-American vs Anglo, or poverty vs non-poverty. But it must be pointed out that there is a great rural-urban cultural gap between migrants and those who study migrants; between migrants and doctors, migrant children and teachers, as well as between migrants and those who design and plan the education of their children.

Although the possibility has not been deeply explored, a good case could be made for the cultural similarity between rural Georgia Negroes and the rural Mexican-Americans of the Rio Grande Valley. In spite of great differences of physical appearance, area of origin, language, and religion between the two groups, great similarities in terms of this rurality could be shown to exist.

In contrast, cultural differences, in terms of rurality and urbanity, are perceived as being notable between the Mexican-American migrant and the Mexican National peasant who, to this day, ploughs with oxen, prays over his handplanted corn, and who starves or survives at the whim of the weather and the supernatural. The case of the comparatively primitive and rural Mexican peasant is clearly presented by Oscar Lewis in his book

Pedro Martinez. The lives of Pedro Martinez and Ignacio Delgado are strikingly different, almost as different as the lives of Ignacio Delgado and those of his children's teachers.

The Garza Family.

On the other side of Brownsville, in the barrio called Southmost, Lucas Garza, his wife, and his two youngest children live. Garza is fifty-two years old, his wife, Carmen, is forty-eight. Garza, as is most *chicanos*, is a short man, his dark brownish-bronze skin is made to seem darker by his grey hair. His manner of walking, his dress, his pot belly, and his eye glasses all give the impression of an un-athletic person, one whose mind and body seem to have come to rest. Garza is a man who is careful about his dress; he usually prefers white or plaid shirts and well pressed pants; when he goes to town he invariably wears his spotless beige Stetson cowboy hat.

Carmen Garza is as short and dark as her husband, She is a heavy women with little womanly shape left, yet she can't justly be called "fat." Her thick black hair is cut short in the "modern" way (the traditional, and very common, hair style is one or two long braids) and her very round face is dominated by large, almond-shaped, brown eyes. Recently she has had her front lower teeth removed and she is self-concious about this. Consequently, she speaks without moving her lips very much, thus giving her a rather stony, formidable appearance and a very throaty voice.

Lucas Garza's father came to Texas around the turn of the century. He originally migrated from the central Mexican state of

Guanajuato to the northern Mexican state of Tamaulipas. There he worked as a cowboy and, as Garza states it, "a part time bandit." Having become partially lame after falling from a horse, Garza's father moved into Matamoros to earn a living. This venture was not very successful and he finally waded across the Rio Grande to become a wetback in the promised land. In the United States he spent a period, as a single man, working on Texas' railroad construction. Later in his life he married and finally settled in a small colonia about thirty miles up the Valley from Brownsville.

In this colonia Lucas Garza was born. Today the colonia is little changed, the house where Garza was born still stands and the 20 or 25 house pueblo (small village) is mostly peopled by Garzas. Even today the colonia is surrounded by the great cotton fields in which Lucas worked as a boy - before cotton picking machines were used. To supplement the family income the Garzas migrated, sometimes to Colorado and sometimes to Michigan to plant, weed, and harvest sugar beets.

As time passed Lucas married and, due to wife vs in-law-conflicts, moved to a Mexican-American neighborhood in downtown Brownsville. Here Lucas and Carmen Garza lived until eight years ago. Here their five children were born (two more died in childbirth or infancy), and from here the family migrated each year to Michigan, Ohio, sometimes to California, and in the early sixties to south Florida.

The life history of Lucas Garza is punctuated by attempts to work in Brownsville rather than migrate. In years past he has held jobs as a house painter, a truck loader, a gardener, and a janitor in a shrimp packing house. None of these jobs lasted longer than two years, each time Garza has had to return to migrating. He claims (and believably so) that all of these jobs were lost due to reasons beyond his control - the company went out of business, or the cousin of the maid of the boss was given the job. He is extremely philosophic about the work situation in Brownsville and offers some interesting views about work in general:

Q. "Everyone I've spoken with repeats that phrase: 'There is no work in Brownsville,' and it looks like there isn't much. Why is this so?"

A. "Well, I don't know, there's just not much work. First of all, there's almost no factory work - except the shrimp processing plants - and secondly, there's the problem of the people from the other side."

Q. "What do you mean by problem?"

A. "Go to the (International) bridge some morning, thousands of people come across to work here every day and then return to Matamoros each night. Those people can come here and come across and work for less than somebody on this side. They take their four or five dollars they earn every day and turn it into pesos and live pretty well in Matamoros. Nobody on this side will work for that little."

Q. "Well, what kind of people are they? Are they Mexican citizens or United States citizens? Why can they cross and work like they do?"

A. "There are alot of people who live in Matamoros who are American citizens or who hold resident visas so they can cross as they wish.*

Q. "Where do these people work?"

A. "Wherever they can find work--in the fields, or in Brownsville, or in the shrimp packing plants."

Q. "How does somebody who lives in Brownsville get work?"

A. "Ask around, I guess mostly through influence."

Q. "What kind of influence?"

A. "Well, you know, by having a cousin or a brother-in-law or an uncle who can help you in some way. That's the way I've gotten work here."

Q. "But how come so much work around here doesn't last very long?"

A. "As I told you about my (past) jobs here in Brownsville, sometimes places go out of business, sometimes a person comes along who has more influence than you do."

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*From Brownsville authorities, estimates were given of 20,000-90,000 people who lived in northeastern Mexico who have free access to the U. S. due to possession of a resident visa or U. S. citizenship. There is much agreement that it is a common happening for Mexican National women to come to the Texas side to have their children in order to give them U. S. citizenship.

When speaking of how to succeed at non-migrant work, Lucas Garza comes across as a rather conservative and subservient Tio Taco or Uncle Tom. As with most Mexican-Americans interviewed, employment was largely spoken of in terms of the personal relationship between the patron and the employee. The success of this relationship is seen as the true key to success in employment. Some writers have traced this attitude to the days of vast haciendas in Mexico where peasants where held in debt-peonage by hacienda owners who acted as benevolent, yet demanding masters. This patron-employee relationship takes on further nuance when the employer is an Anglo (as is often the case) and the employee is a Mexican-American.

Lucas Garza spoke with some pride of his ability to get along with patrons. The key to possessing this ability, he claimed was to be punctual, do exactly as the patron asked, and in general "carry yourself well." Likewise he spoke with some pride of the period when he worked as a gardener, his boss--an Anglo--would occasionally ask him to eat lunch with the family, and he Lucas Garza knew how to carry himself well.

For the past three years the Garza family has not migrated. Lucas Garza has found work as a janitor at the grade school which is located on the edge of Southmost. The position offers him full-time employment and pays $80 a week. This he feels is satisfactory pay and is pleased with his good fortune in getting and keeping the job. Also, as a janitor he has a week's paid vacation per year. One further advantage is that the school is located four blocks from his house.

Garza's having this job makes him an interesting observer of migration and migrants in general. Being the son of a migrant and migrant himself, and now having retired from migrant life, Garza is able to sit back and view migrating with some perspective.

When speaking of migrants and migrating, Garza often reiterated the fact that the Valley offers very little work--particularly to the unskilled and uneducated. Migrating, he claimed, is neither a good thing or a bad thing, nor was it a high status or a low status occupation. Rather, migration is an economic necessity to a large portion of the Valley's population. When speaking of the status within the community, Garza claimed that it was measured not by whether or not a person migrated, but by how successful he was at migrating. That is, according to Lucas Garza, status is measured by the quality of one's house, his car, his T.V. set. This observation has some merit to it, for perhaps 60% of the barrio migrates, and secondly, much commenting and gossiping was done concerning these same material possessions.

Moreover, Garza's observation did not really ring true in light of further questioning done in the barrio. Garza himself often contradicted himself when he spoke of this matter in more oblique terms.

First of all, Garza was more than a little happy that he did not migrate any more. At the outset he presented this in practical terms--he and his family were no longer exposed to the hazards of long drives, they didn't have to live in migrant camps, he could relax at home, he could keep his garden up, and his children could stay in school in Brownsville. The first real indication of status, as associated with migration, came when Garza first referred to his job as "clean" work. The conversation was not recorded on tape, but was reconstructed several hours later--it went something like this:

Q. "What do you mean by clean work?"

A. "It's obvious--I don't get my hands and clothing very dirty when I work at the school."

Q. "Is that good?"

A. "Sure, who wants to get dirty! When I work at the school I just wash my hands a little and then come home. It's not like when you do farm labor."

Q. "Well, when you do farm labor you come home and bathe. What's the difference?"

A. "It's just better to have clean work, it's better to work with the mind than with the back."

This conversation was repeated and varied many times. The investigator was left with the impression that the terms "clean work" and "dirty work" imply much more than the need for a bath after a day's work.

This impression was further reinforced when Garza spoke of his aspirations for his children. He definitely aspired for them not to be migrants. Four of the five Garza children are grown and living away from home. The oldest, a daughter, is married to a policeman and is living in a town further up the Valley. Little was learned of the next daughter, age 25, who is also married and living in Southern California. The next two Garza children are sons and are living in Houston. Guadalupe, 23, is married and is working with a company which repairs marine engines. He has been working with the company for four years, he began as a delivery truck driver and now works as a mechanic. Garza points to this with pride, explaining that his son took it upon himself to learn his profession due to this show of motivation, and due to the fact that Guadalupe gets along with his patron, he should have an excellent future with the company.

The next son, Pablo, age 20, lives with his brother and family in Houston. He has served his hitch in the Army and has just this Spring finished high school. At present he is working at the same place as his brother, but only as a summer job. He is earning money to begin going to a junior college this fall in Houston. Lucas Garza is quietly proud of Pablo and speaks of his wisdom in returning to high school and claims that his son is going to college in order to become a medical doctor.

The only Garza child living at home is the youngest, their 18 year-old daughter named Juanita. Juanita is a slimmer, younger sexier version of her mother. She too is short, dark, and has large almond shaped brown eyes. Juanita is a 1969 graduate of Brownsville High School; she was an excellent student while there and hopes to go to college. She applied to Brownsville's small junior college, Texas Southmost College, and was accepted for the 1969-1970 year. She also applied for a scholarship which she did not get. Instead she was named an alternate and must wait until it is known if the winners will all make use of their scholarships. In the meantime she has gotten a job as a secretary for a credit company in Brownsville. In fact, Juanita isn't sure what she wants to study in college, and due to the fact that she has neither scholarship nor enough money, she is remaining at this job and thinking of taking night courses at the Junior College.

Juanita has a steady boyfriend who spends most of his non-working, non-sleeping hours at the Garza house. Miguel Lopez is a 22 year-old and is employed as an accountant in a Brownsville clothing business. Miguel also lives in Southmost and is also the child of a migrant family. In 1965 he graduated from Brownsville High School. Since his graduation Miguel, or Mike as he often calls himself, has lived in Boston for about a year while he worked in a factory. Six months of the time since he graduated from high school were spent on active duty in the Army; Mike is still a one-night-a-week reservist in the Brownsville National Guard unit. After returning from Boston, Mike found a job in San Antonio as a machine operator in a Coca Cola bottling plant. In the year and some months that he was in San Antonio, Mike took a night course in accounting, and upon completing it, returned to Brownsville to begin his present job.

Both Mike and Juanita look upon their having graduated from high school as a fairly unspectacular event. That is not to say they are blasé, but when asked if it were not unusual for people who migrate to graduate from high school, they both claim it is not. Both of them state that education is very important to their parents. The Garzas stopped migrating three years ago, largely so that Juanita could finish high school. Mike Lopez' parents continued to migrate but during Mike's last five years in school they left him in Brownsville with an uncle and his family in order that he might stay in school that full year. When Mike finished school each year he would spend the summers working in the north picking tomatoes and melons in order to earn money to continue in high school.

Mike Lopez and Juanita Garza are planning to get engaged next year, after he is more secure in his job. When they get married and have children it is interesting to speculate what they will do for a living and what kind of people their children--the great-grandchildren of a wetback--will be.

Cultural change is a long-term process which involves several generations. In the case of the Garzas, cultural change appears to be closely associated with migration itself. Lucas Garza's father is culturally a Mexican who became only slightly Americanized during his lifetime. Lucas Garza himself is not a Mexican in culture, even though he speaks and thinks in Spanish. First of all, he does not identify with Mexico, except as the place where his father came from. He considers it a dirty and backward country and has never traveled further in Mexico than the southern part of Matamoros. He is totally uninformed of Mexican politics and general history. Nor is he very fond of Matamoros. He claims only to go because prices are cheaper there, but has disdain for the dirty, narrow streets and refuses to drive there because of "those crazy Mexican drivers."

Last Christmas the local priest decided to renew an old Mexican tradition and hold Christmas Eve *posadas*. In most of Mexico *posados* are *the* Christmas celebration, much the same as tree-decorating and Santa Claus are here. Posadas are simply informal candle-lit processions in which friends, neighbors, and children wander from house to house, sing songs in front, and then knock on the door to ask if there is room at the inn. Almost invariably there is, and the crowd is invited in to drink and eat until they decide to move on the the next house. When the priest tried to reinstitute posadas, very few people knew what it was all about, hence the priest held several meetings to attempt to reestablish the tradition. The posadas were held, and were moderately successful.

In the Garza family, reactions to the posadas were interesting. Lucas Garza was opposed to them, claiming them to be "stupid," and "a waste of time," consequently he did not attend any of the posadas. Mike and Juanita claimed they went to a few and that they really had fun, but that they really preferred the American way of celebrating Christmas.

Upon hearing these opinions, one is tempted to think into the future and ask: "What would the attitudes of Mike and Juanita's children be towards these posadas?" Perhaps they will be as far removed from things Mexican, and things Mexican-American, that posadas and even the language in which they are discussed, will be totally alien. Or perhaps these unborn children will grasp at posadas as an element of a culture for which they will have found a new, somewhat artificial, but soul satisfying pride—a pride in la raza.

Conclusions and Recommendations.

The conclusions of this study hopefully will be drawn as a joint effort by the reader, the Acostas, the Delgados, and the Garzas. Hence little time will be here spent setting forth self-evident and rather pompous sounding conclusions.

It is hoped also that the findings concerning the original area of investigation are clear. It must be restated that the three families portrayed were chosen because they were perceived as "typical" of different Mexican-American migrants, consequently their attitudes and life styles are felt to be representative. In the first part of this chapter "Purpose of this Study," four questions and areas of questioning were presented. None of these questions have indisputable "answers," yet, presumably some light has been shed upon the areas of investigation.

Recommendations as well will be in short supply. As was previously stated, this study was not conducted in an attempt to design new programs. At best this report will provide a background to and a sensitivity for Mexican-American migrants and their children.

One of the primary observations made was that the Mexican-Americans observed are marginal people. In spite of their numerical majority in the Valley, their lives in almost every way are marginal to the "American way of life." This is particularly true in the case of education where schools are places children are sent to but are not identified with as a community resource and service. Although some changes are being made, schools are, to most children, alien institutions where a foreign language is spoken and an unfamiliar set of values is held in esteem. It is a small wonder that the school drop-out problem is particularly acute among Mexican-Americans in Texas. The Texas Good Neighbor Commission presents the following statistics and statement:

Drop-out Percentage Compared to Enrollment In Texas--

Grades 7-12.

Anglo	.19%
Non-White	.27%
Mexican-American	.34%

"The figure for the migrant drop-outs is more than double the above average for Mexican-Americans and some estimates put it as high as 80%. Surveys show that by the time the senior year is reached in high school, a mere 46% of the Mexican-American youth are in school compared to 64% of the Anglos and 57% of Non-whites."[9]

If school drop-out rates and educational marginality are high in Texas, it is understandable that this study reveals an even more serious situation in Florida. Instead of being a majority, as in the case in the Valley, Mexican-Americans are a linguistic and cultural minority in whatever Florida community they might live. Due to language length of stay in the community, geographical segregation, and general low community status, the Mexican-American migrant worker and his child must feel that marginality very acutely in Florida.

It is perceived as a result of this study that the reduction of this marginal status, at least in educational terms, must be one of the primary goals of Florida educators and school authorities. How to do this is a perplexing challenge. If, at present, the Mexican-American migrant does not identify with his children's schools, it would seem logical that steps could be taken to put people in the schools with whom both children and adults could identify. Mexican-American teacher aides who are migrants or recent migrants themselves could well be utilized. A Mexican-American school social worker could be employed. Or, if Spanish is taught, the teacher could be a Mexican-American from the Rio Grande Valley who could perform the secondary function of being a liaison with the local Mexican-American community.

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[9] Texas Good Neighbor Commission, Ch. 3, pp. 6-7.

Whether teacher aides, social workers, or liaisons are used, it is simply not enough to employ someone who speaks Spanish, nor is it wise to hire just any Mexican-American. Amongst _chicanos_ the term _vendido_, or sellout, is a common one. _Vendidos_ are most often found in jobs such as suggested above; they are typified by their lack of identification with the common Mexican-American and by their disloyality to the concept of _la raza_; they are extremely comfortable for Anglo administrators to deal with, and they invariably carry home fat paychecks. In that rapport and identification are the defined goals, _vendidos_ will do little to effect real changes and improvements.

Another fruitful field of investigation for the Florida school planners is the Texas school system itself. If one were intending to design programs, there is much to be learned from some of the recent developments in Texas schools. The Brownsville school for migrants has previously been described. Another positive move has been the passage of a bi-lingual education act that will permit teaching in Spanish where Spanish is the primary language.

Teacher exchange programs between Florida and the Rio Grande Valley might also be of value. Not only would Florida receive the benefit of having experienced teachers come here for a limited time, but a corps of experienced Florida teachers would be established who, presumably, would be effective and sympathetic in the teaching of Mexican-American migrant children.

And this leads us to the final and most difficult recommendation. Programs and new systems can be devised and implemented by the score, but the core of the Mexican-American migrant problem will not be affected. The Mexican-American migrant problem will not be affected. The Mexican-American migrant farm worker is marginal to American society on two counts: He is a Mexican-American, and he is a migrant worker. He is a migrant because there is little else he can do for a living, he is a Mexican-American because his parents were. Both factors were ascribed: his parents gave him his Mexicanismo (Mexicaness) and his environment provided him with his lack of skills, and education. Perhaps educators can, in future years, provide the skills and education, but they will never succeed in taking away the Mexicanismo. Nor should they want to take it away.

The culture of the Mexican-American is a functional and comfortable cloak for he who wears it. In the future, doubtless it will be thrown down and taken up by those of the raza as they see fit. This is their right and privilege. It is not the right of the Anglo educator to deem Mexican-American culture and language as a blight to be eliminated before children can be "properly" educated as Anglo children. In a region that has had a record tainted by racial intolerence, this is a difficult plea, it is a plea for a respect for human dignity and a tolerence of racial and cultural differences.

GLOSSARY

Mexican Place Names

Guanajuato- A state (and city) in the central mountain region of Mexico.

Matamoros- Mexican city (population approximately 110,000) directly across border from Brownsville.

Tamaulipas- Northeastern Mexican state directly across Rio Grande from Southeastern Texas.

Tampico- Mexican city and gulfport in state of Tamaulipas, about 200 miles south of Matamoros.

Words and Terms

Anglo- anyone who is not a Mexican or Mexican-American.

barrio- literally "neighborhood," in the Rio Grande Valley a Mexican-American neighborhood.

bolillo- Mexican-American term for an Anglo, usually connotes disdain, occasionally may be used affectionatly.

chicano- a Mexican-American, a bastardization of the word "Mexicano."

colonia- a Mexican-American rural community.

curandero- a lay healer who cures by the use of herbs and folk magic.

frijol (or frijole)- red pinto beans, a basic Mexican and Mexican-American staple.

hacienda- a large farm or plantation, characterized by the use of debt peonage.

Mexicanismo- the quality of being Mexican, Mexican-ness.

pachuco- a young Mexican-American tough or hood.

partera- a midwife.

patrón- a boss or overseer.

peon- a peasant, traditionally one who is over-worked and under-paid by his patrón.

peso- the currency of Mexico, a U.S. dollar equal to 12 1/2 pesos.

posada- literally "an inn," traditional Mexican Christmas celebration.

pueblo- a small town or village.

ranchero- literally "rancher," often used to refer to Mexican cowboy songs.

raspa- a snow cone, shaved ice with a fruit flavored syrup poured over it.

raza- "race," most often used as la raza - the state of being part of the Mexican (in some cases Latin American) race and culture.

tierra- soil or earth, one's homeland.

tio taco- the Mexican-American equevilent of an Uncle Tom.

tortilla- a flat, pancake sized,unleavened bread made of corn or wheat flour. The traditional Mexican bread which, along with frijoles, is basic to rural diets.

vendidio- a "sold one," a sell out, one who has turned his back on la raza.

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SECTION III

THE SCHOOLS AND THE FLORIDA MIGRATORY CHILD

CHAPTER VII

DISTRIBUTION AND MOVEMENT OF THE MIGRATORY CHILD

Of paramount importance, both to the study itself and to any curricular innovation or implementation which might result from it, was the determination of the geographical location of migratory children throughout the year, and the identification of trends of child movement both inside and outside the state. Phase II has isolated several pertinent factors which either directly or indirectly affect both distribution and movement of migratory children. Moreover, an analysis of accumulated data has permitted the identification in some detail of movement trends from month to month. It is the purpose of this chapter to enumerate these distribution factors and elaborate upon them, and to specify and discuss movement trends of the migratory child.

I. FACTORS AFFECTING MOVEMENT OF CHILDREN BETWEEN SCHOOLS

Ethnic group as a factor in child movement. Phase II data showed that the Negro Migrant moves twice in one year compiled from 4,963 observations, and the Spanish-American migrant moves three times in one year compiled from 3,112 observations. Data shown in the following table indicates the actual effect that ethnic group movement has upon child distribution. Five counties with a majority of Negro migrants, and five with a majority of Spanish-American migrants, are listed with the percentage of responses to the following question: "Have (or will) any of your children go to two schools, or more than two schools, during this school year because you moved or traveled?" The counties listed under Negro counties comprise almost 50% of the entire Negro migrant population. Counties listed under Spanish counties total almost 72% of the Spanish-American migrant population. The largest number of Negroes to respond to "Yes" to this question were located in Orange County (63.38% "Yes," 36.31% "No," and 0.31% "Not applicable."). The largest Spanish-American "Yes" response was reported in Dade County, where 63.50% answered "Yes," 21.78% "No," and 14.72% "Not applicable." The data would tend to indicate that migratory child distribution is affected by the number of times moved in one year for the above mentioned ethnic groups. The reported distribution could be affected by moves within the same county or moves to different counties. In the section concerning child movement, the most popular trends of migration in Florida and from Florida are discussed and illustrated.

Type of crop and its effect on child distribution. Migrants who worked in citrus moved on an average of two times in one year, taken from 12,405 observations. Migrants associated with vegetables moved three times in one year, taken from 34,425 observations. Listed in the following two tables are five major Florida citrus producing counties and five major vegetable producing counties along with the reported responses to the question, "Have (or will) any of your children go to two schools, or more than two schools, during this school year because you moved or traveled?" The list of citrus counties comprise 68% of all migrants associated with citrus, and the list of vegetable counties comprise a total of 56%

TABLE LXXIII

NEGRO MIGRANT RESPONSE TO THE QUESTION "HAVE ANY OF YOUR CHILDREN GONE TO TWO SCHOOLS, OR MORE, THIS YEAR BECAUSE YOU MOVED OR TRAVELED?", IN SELECTED FLORIDA COUNTIES

Counties	Yes 2 or more schools	No 1 school	Not applicable
Broward	34.87%	51.54%	13.59%
Lake	58.59%	28.91%	12.50%
Orange	63.38%	36.31%	0.31%
Polk	56.10%	33.41%	10.49%
St. Johns	34.27%	48.25%	17.48%

TABLE LXXIV

SPANISH-AMERICAN MIGRANT RESPONSE TO THE QUESTION "HAVE ANY OF YOUR CHILDREN GONE TO TWO SCHOOLS OR MORE THIS YEAR BECAUSE YOU MOVED OR TRAVELED?", IN SELECTED COUNTIES.

Counties	Yes (2 or more schools)	No (1 school)	Not applicable
Collier	50.24%	47.58%	2.17%
Dade	63.50%	21.78%	14.72%
Hardee	52.78%	33.73%	13.79
Hillsborough	50.48%	15.24%	34.29%
Palm Beach	34.44%	36.04%	29.52

of all migrants associated with vegetables at the time of the interview. The trend in the past seems to indicate that migrants whose primary association is with citrus crops tend to remain in citrus work, and that the same statement can be made of workers associated with vegetable crops. This is found to be true while the migrants are in Florida.

Of the ten counties listed only three showed a larger percentage of negative than affirmative responses. These were Highlands (a citrus county) Palm Beach and St. Johns (both vegetable counties). The largest percentage of affirmative responses were reported in Orange County, listed under citrus, and Dade County, listed under vegetable. The data tends to indicate that crop association related to number of times moved in one year, is a contributing factor affecting child distribution.

Financial necessity. Many of the migratory children, upon reaching a certain age, are included in the work force due to financial necessity, a constant problem for the migratory family. When adult migrants were asked, "Are there any children in this household who are seventeen years old or younger?" The reply was significantly affirmative. From a total of 8,613 observations, 67.56% answered "Yes," 22.90% answered "No," and 9.54% replied "Not applicable." Included in the 22.90% not having children aged seventeen or less were older migratory workers whose children have left home, married migratory workers without children, and some single migratory workers.

TABLE LXXV

MIGRANT RESPONSE TO THE QUESTION "HAVE ANY OF YOUR CHILDREN GONE TO TWO OR MORE SCHOOLS THIS YEAR BECAUSE YOU MOVED OR TRAVELED?", IN FIVE SELECTED "CITRUS" COUNTIES

Citrus Counties	2 or more schools	1 school	Not applicable
Hardee	52.78%	33.73%	13.49%
Highlands	41.38%	56.90%	1.72%
Lake	58.59%	28.91%	12.50%
Orange	63.38%	36.31%	0.31%
Polk	56.10%	33.41%	10.49%

TABLE LXXVI

MIGRANT RESPONSE TO THE QUESTION "HAVE ANY OF YOUR CHILDREN GONE TO TWO OR MORE SCHOOLS THIS YEAR BECAUSE YOU MOVED OR TRAVELED?", IN FIVE SELECTED "VEGETABLE" COUNTIES

Counties	Yes (2 or more schools	No (1 school)	Not applicable
Collier	50.24%	47.58%	2.17%
Dade	63.50%	21.78%	14.72%
Lee	73.33%	26.67%	0.00
Palm Beach	34.44%	36.04%	29.52%
St. Johns	34.27%	48.25%	17.48%

In a follow-up question, which appears later in the interview (AMW for 91.20, item 77), the interviewee was asked, "Do any of your children who are seventeen years of age or younger work for money (earn a salary)?" The reply was 32.84% "Yes" and 67.16% "No." A comparison of the number of migrants who stated they had children seventeen years of age or younger (67.56%) with the number of affirmative responses to the latter question (32.84%) would seem to indicate that almost half of the families who have children under age seventeen also have children who work at some time during the year. Question number 78 on the same form was implemented to find the mean starting age of employment concerning the migratory children seventeen years of age or younger. These mean ages of the male and female child workers, associated with seven of the major agricultural counties, are shown in the following table. The male mean age for child workers in all counties was 12.04 years, and for the female it was 11.85 years. Broward County reported the lowest mean age for male and female child workers, (10.15 years for the male and 9.53 years for the female). The highest mean male age was 13.86 years and the highest female mean age was 14.66 years, both occurring in Collier County.

Financial necessity tends to have a two-pronged effect upon the migrant child, both of which effect child distribution. One causes the family to move as quickly as the harvest is finished, even if it means withdrawing the child from school before the end of the school year. The other occurs when the migrant child has to work

TABLE LXXVII

MEAN AGE OF BEGINNING EMPLOYMENT OF MIGRATORY CHILDREN FROM SEVEN OF THE MAJOR AGRICULTURAL COUNTIES

County	Male Mean Age in Years	Female Mean Age in Years
Broward	10.15%	9.53%
Collier	13.86%	14.26%
Dade	12.21%	12.43%
Hardee	13.10%	13.08%
Orange	11.54%	11.68%
Palm Beach	13.44%	12.76%
Polk	10.95	11.03%

to help supplement the family income instead of going to school. Showing in this effect is the reported migrant child school enrollment. Financial problems concerning the migrant are covered more extensively in Chapter IV under Section six, Economic Condition of the Florida Migratory Family.

Weather. The role played by weather in the distribution of the migrant child became quite evident during the course of the survey. While in or out of Florida, the migrant's livelihood depends a great deal on the weather. A severe storm, extensive drought, overabundance of rain, or any other form of severe weather can have varying direct effects upon the migrant worker and indirect effects on the migrant child. A sudden freeze in a particular area will cause the migrant to move into an area not affected by the freeze and at the same time cause the withdrawal of migrant students. On the other hand, generally severe weather may force the migrant to remain where he is. This occurred in 1960 when the entire state of Florida was crippled by a severe freeze. There were no other areas to which the workers could move, since the remainder of the country was also experiencing its winter season. A graph on page 86 demonstrates the flow of a projected "normal" year and the flow of an actual year.

The projected years were taken from material compiled through analysis of responses to question 59, AMW form 91.12, and through analysis of the Agricultural Worker Schedule compiled by the Florida Industrial Commission from their pooled interviews. (See Appendix U). Actual projections were supplied by ~~our~~ reported school enrollment

(Form 51) and by the Florida Industrial Commission Form 223 which reports the actual number in the Migrant Labor Force. (See Chapter III for a detailed discussion of this latter report form). The sudden indentations shown in the School Projection and the FIC 223 Projection tend to illustrate the freeze endured by several of the counties in Central and North Florida during the month of December. It suggests that the migrant was forced to travel to other areas of the state for employment and at the same time caused a shift in migrant child distribution and reported school enrollment.

II. DISTRIBUTION OF MIGRATORY CHILDREN THROUGHOUT FLORIDA SCHOOLS

Reported enrollment. As was previously mentioned in the introduction to Chapter VI, this particular assignment was of extreme importance and, due to the complexity of the problem, was at times difficult. A major problem encountered was the fact that 76.33% of the schools interviewed didn't keep separate records for migratory children. Some of the factors mentioned for not keeping separate records were:

1. Insufficient funds necessary to employ extra personnel required for this particular task;

2. Extremely small number of migratory students, therefore rendering the keeping of separate records an unnecessary burden for the school personnel; and,

3. Separation of a particular segment of the student body for any reason, even record keeping, is in complete disagreement with the ideals of most schools.

As might be supposed, the factors listed and developed in the previous section, which tend to effect migrant child distribution, also have an effect upon reported school enrollment. Late arrival in Florida, usually in September, October, and November, and early departure in April and May by migrant workers and their families, including school age children, is developed more fully in the following paragraphs.

County enrollment. Forms 21 and 51 were the two major means of procureing reported enrollment figures for migratory children from each county office and from the individual schools. A table showing the total number of individual migratory children in each county, reported by the county offices and the individual schools, is shown on page 335 . Data from table LXXVII tends to indicate that in instances where the individual schools did not keep separate records, the corresponding county office did not keep separate records. Where individual schools kept separate records, or where it was possible to compile them, the county office may or may not have kept separate records. A majority of county offices compiled their enrollment records at some time during the summer months, which necessitated the compilation of this report without adequate figures from those county offices. These counties appear in table LXXVIII with a zero in the column listing total number of migratory children enrolled.

Twenty counties are currently enrolled in the Florida Migratory Child Compensatory Program while 40 counties report migratory children in their schools. Of these forty counties, 30 report 60 or more migratory children, and 25 of the counties report 100 or more migratory children. Of the counties in the Program, Polk County reported the largest migratory child enrollment (6,446) and Sarasota reported the least number (138). The largest reported enrollment from a county not enrolled in the program was Pasco County with 790. The total number of migratory children reported for all of the 40 counties is 37,830. In considering this total figure the reader must bear in mind that it is larger than the actual number of individual Florida migratory children because many of them are enrolled in two or three county schools during the year. A figure closer to the true number of these children in schools is that given for the peak harvest month considered in the next section, "Monthly Enrollent."

A significant finding is that nine of the non-compensatory counties reported 70 or more migrants. Of this number, five counties reported having over 100 migratory children in their schools. These counties were Pasco (790), Brevard (352), Putnam (317), Osceola (185), and Pinellas (105).

An interesting fact is that five of the forty counties reporting migratory children contain 65% (24,296) of the migratory children in the state. These five counties are (1) Polk County, with 6,446 children (17% of the state's total); (2) Collier County, with 6,009 children (16% of the state's total); (3) Palm Beach County, with 5,377 children (14% of the state's total); (4) Broward County, with 4,143 children (12% of the state's total); and (5) Dade County, with 2,321 children (6% of the state's total number of migratory children).

Monthly Enrollment. Gross enrollment by month as reported

TABLE LXXVIII

TOTAL NUMBER OF MIGRATORY CHILDREN ENROLLED IN EACH COUNTY AS REPORTED BY THE COUNTY OFFICE AND THE INDIVIDUAL SCHOOLS

County	Total Number of Migratory Children	
	County Office	Individual Schools
Alachua	21	60
Baker	0	0
Bay	2	2
Bradford	40	40
Brevard	20	352
Broward*	5400	4143
Calhoun	0	0
Charlotte	13	0
Citrus	0	0
Clay	0	18
Collier*	4104	6009
Columbia	37	34
Dade*	2192	2321
De Sota*	225	335
Dixie	0	0
Duval	0	0
Escambia	0	0
Flagler	0	2
Franklin	0	72
Gadsen	0	6
Gilchrist	0	0
Glades	52	78
Gulf	0	0
Hamilton	0	0
Hardee*	1070	1086
Hendry*	933	925
Hernando	0	20
Highlands*	1227	1019
Hillsborough*	850	1301
Holmes	0	0
Indian River	214	86
Jackson	5	15
Jefferson	0	0
Lafayette	0	0
Lake*	1050	1257

TABLE LXXVIII (Concluded)

County	Total Number of Migratory Children	
	County Office	Individual Schools
Lee*	490	554
Leon	0	0
Levy	0	0
Liberty	0	0
Madison	0	0
Manatee*	439	801
Marion	106	77
Martin*	257	242
Monroe	0	0
Nassau	0	0
Oakloosa	0	0
Okeechobee*	896	603
Orange*	1698	1819
Osceola	217	185
Palm Beach*	3770	5377
Pasco	625	790
Pinellas	100	105
Polk*	3366	6446
Putnam	312	317
St. Johns*	296	273
St. Lucie*	1002	425
Santa Rosa	0	0
Sarasota*	139	138
Seminole*	480	476
Sumter	0	0
Suwanee	0	0
Taylor	0	0
Union	0	0
Volusia	34	38
Wakulla	0	0
Walton	2	2
Washington	0	0
TOTAL	31,680	37,830

* Schools presently member of state program

** A zero indicates either no migrants or no records indicating migrants by the individual schools for each county is illustrated by the graph on page 338 . The reported enrollment shows an increase each month beginning in September and extending through February. The school enrollment, according to Phase II data, reaches a peak in February and steadily decreases through May. In September the enrollment figure was 16,939 and by February it had increased to 27,353. Figure 28 shows that the largest increase between two months occurs from October to November, with an increase of 3,884 migratory children (only 90 more than the increase from September to October which was 3,794).

February is the peak month for school enrollment and is a midpoint for harvests of crops in Florida. An interesting note is that January's enrollment figure (26,579), is only 774 less than February's figure (27,353). This can be partially explained by the fact that migrants usually move into an area two to three weeks before a harvest rather than after the beginning of the harvest. Of the major agricultural counties, Broward reaches its harvest peak in December, Collier in December, Dade in January, Hardee in April, Orange in April, Palm Beach in January, and Polk in February.

III. OTHER FACTORS

Consecutive enrollment in one school. Phase II data tends to indicate that there is no significant relationship between the demography of the migrant population and the number of times enrolled in one school the same year, enrollment for two consecutive years, or for more than two consecutive years. This can be seen in table LXXIX. Basis for selecting the five counties in this table was total number

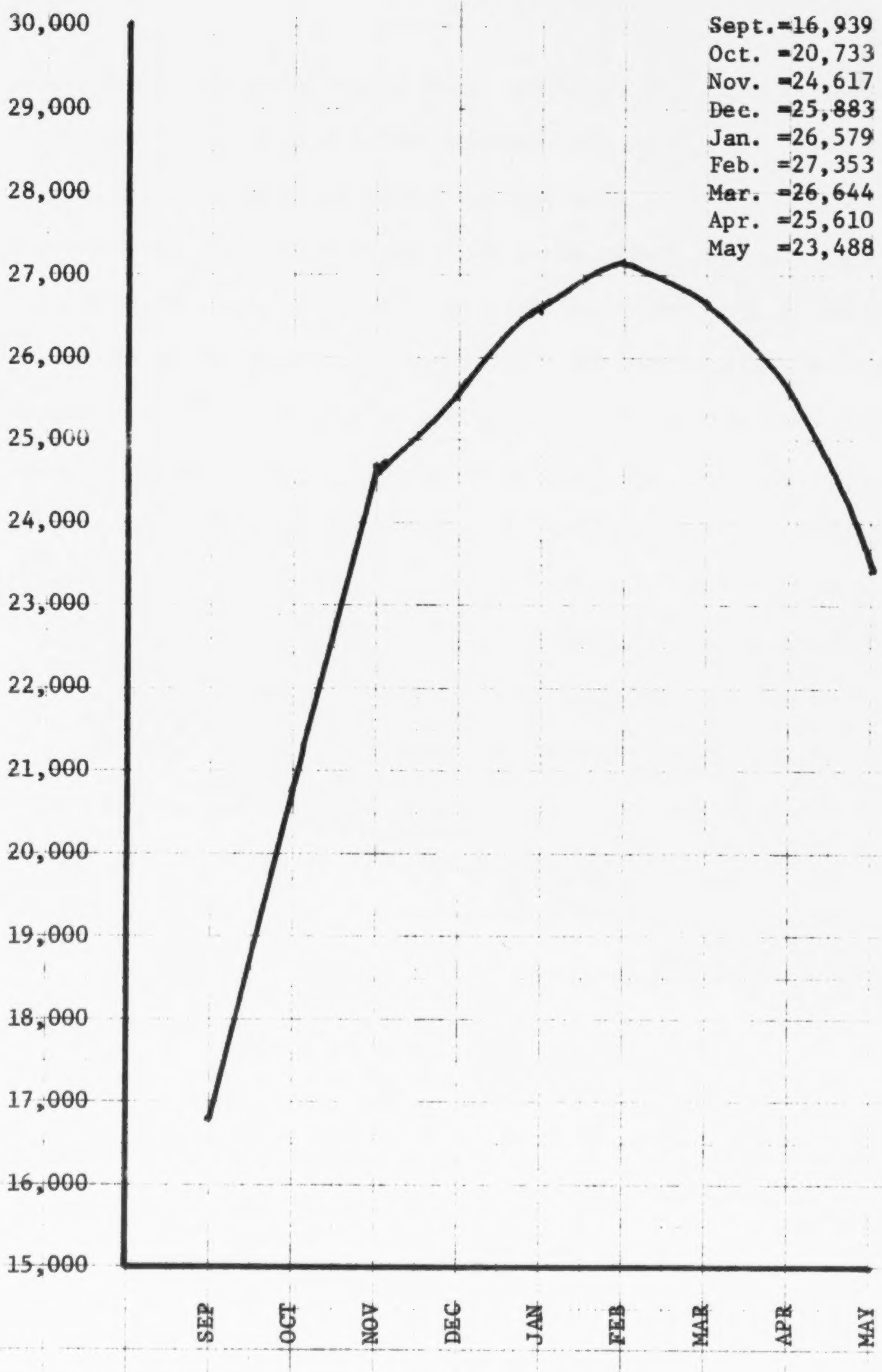


FIGURE 28

GROSS MONTHLY ENROLLMENT OF MIGRATORY STUDENTS IN FLORIDA SCHOOLS of reported migratory children. Dade County shows the highest mean percentage of children who enrolled two or more times in the same school (usually fall, then spring) during the same academic year (24.58%). Orange County shows the highest mean percentage of children enrolled in the same school for two consecutive years (74.77%). Dade County also shows the highest mean percentage of children enrolled for more than two consecutive years (72.75%). The demographic factors considered for possible relationship with consecutive enrollment were: (1) Ethnic Group, (2) Age of Migrants, (3) Crop Association, (4) Number of Years Migrated, (5) Population Density, and (6) Density of Reported School Enrollment.

Length of time spent in one school. A major factor in the education of migrant children has been the length of time the child spends in one particular school. A number representing the longest average time spent by migratory children in one school, and the shortest average time spent in one school, in months for each county, is shown in Appendix S.

Table LXXX considers ten of the most densely populated migrant counties, showing the percentage of responses recorded in each of these counties concerning where migrants stay or live for the longest period of time during the year, (AMW form 91, item 58), plus the number of reported children in school.

Interpretation of this data can be accomplished in the following manner. Of 1,222 observations in Broward County, 79.13% reported staying in Broward County for the longest period of time during the

TABLE LXXIX

PERCENTAGE OF CONSECUTIVE SCHOOL ENROLLEES AMONG REGISTERED MIGRATORY CHILDREN IN SELECTED FLORIDA COUNTIES

Counties	Reported Migratory Children in school	Mean % of times children enrolled in same school in same year	Mean % of times children enrolled in same school in 2 consec. yrs.	Mean % of times children enrolled in same school for MORE than 2 consec. yrs.
Polk	6,446	9.85	33.85	38.50
Palm Beach	5,377	6.60	55.12	38.75
Broward	4,143	7.93	31.68	65.37
Dade	2,321	24.58	24.11	72.75
Orange	1,819	6.50	74.76	57.27

year. Furthermore, the longest average time migratory children spent in one school was 7.8 months and the shortest was 1.7 months. This data tends to suggest that approximately 79% of the reported 4,143 migratory children remain in the Broward County Schools 7.8 months. The children who average the shortest stay, 1.7 months, are largely the offspring of the 21% of Broward migratory workers who did not report Broward as the county in which they stay the longest period of time. In like manner St. Lucie County reports 97.58% of 124 observations stay in St. Lucie County the longest time during the year, and the longest and shortest time spent in one school was 8.3 months and 1.3 months respectively. This would tend to suggest that approximately 97% of the reported 425 migratory children remain in school 8.3 months.

Reflecting the same trend in Lake County, 58.12% of 191 observations stated that they remain in Lake County for the longest period of time during the year, and the longest and shortest time spent in one school was 6.9 months and 2.8 months, respectively. This would tend to suggest that approximately 59% of the reported 1,257 migratory children remain in school for 6.9 months. Dade County reported that 59.91% of 646 observations remain in Dade County for the longest period of time during the year, and the longest and shortest time spent in one school was 6.4 and 2.3 months, respectively. A suggested assumption is that approximately 60% of the reported 2,321 migratory children remain in school 6.4 months.

Data from Phase II suggests that predominantly Negro migrant

TABLE LXXX

INTERVALS OF SCHOOL ATTENDANCE FOR MIGRATORY CHILDREN IN SELECTED FLORIDA COUNTIES

Counties	Number of Observations	% of county migrants interviewed who remain in this county longest	Longest time children in 1 school in months, mean figure	Shortest time children in 1 school in months, mean figure	Reported Migratory children in school
Broward	1,222	79.13	7.8	1.7	4,143
Collier	892	74.33	7.9	1.4	6,009
Dade	646	59.91	6.4	2.3	2,321
Hardee	328	71.65	7.1	1.6	1,086
Hendry	154	78.57	7.7	1.4	925
Lake	191	58.12	6.9	2.8	1,257
Orange	347	86.74	7.1	2.2	1,819
Palm Beach	1,536	79.37	7.7	2.1	5,377
Polk	1,318	89.68	7.8	2.1	6,466
St. Lucie	124	97.58	8.3	1.3	425

counties tend to be more stable in regard to child movement than the predominantly Spanish-American migrant counties. Of the ten most densely populated counties mentioned in the above paragraphs, Dade and Lake County showed the least average amount of time that migratory children spend in one school. Both of these counties have a majority of Spanish-American migrants. Overall, the average mean for length of time spent in one school was 7.6 months for migratory children in Florida.

IV. AGES OF MIGRATORY CHILDREN IN VARIOUS COUNTIES

The major purpose of this particular section is to describe an estimate of the proportion of migratory children in Florida in the following age categories: (0-4; 5-11; 12-14; and 15-17), and to show various county variations related to them. As such, this section will supplement some of the general data presented in a similar section in Chapter IV. Sample data compiled from questions 11, 12, 13 and 14 of the Adult Migrant Worker Form (91) is the main source for the number in each age-group.

Individual Age-Categories. Phase II data shows that 67.56% of the migratory worker sample interviewed reported having children seventeen years of age or less. These children represented 23,287 of the actual total for Florida. Of the total number of children reported, 6,409 or 27.5% were four years of age or younger. Further, 9,852 (42.3%) of the children were between the ages of five and eleven, 4,175 (17.9%) were shown to be between the ages of twelve and fourteen years, and 2,851 or 12.3% were between fifteen and seventeen years of age. The four different age categories were intended to approximate the pre-school, grade school, junior high, and high school age levels. The above mentioned figures will appear in bar graph form in Figure 29 on page 345.

Upon immediate observation of the frequencies and percentages representing the statewide totals, the figures indicate that almost 50% of all the reported children are in the 5-11 age category, which represents the grade 1-6 group.

Over one-fourth of the reported children fall into the pre-school category, and the remaining fourth consists of both the junior and high school groups. An explanation concerning the largeness of the pre-school and grade school categories could possibly lie in the fact that the trend over the past few years has shown an increase of Spanish-American migrants coming into Florida for agricultural employment. Data tends to indicate that the Spanish-American migrant is younger, as shown by his mean-age, as compared to the Negro and white migrant's mean-age; therefore, his children would logically be younger. In addition to this fact, the mean family size tends to be larger than that of other ethnic groups. The above-mentioned categories are illustrated in the earlier chapter pertaining to family characteristics.

Data demonstrated that, of the 46 counties reporting, the 20 Compensatory Counties in each age category comprised over 90% of all the reported children in the sample studied. Of the 6,409 reported in the 0-4 category, the Compensatory Counties account for 5,887 or 91.9%;

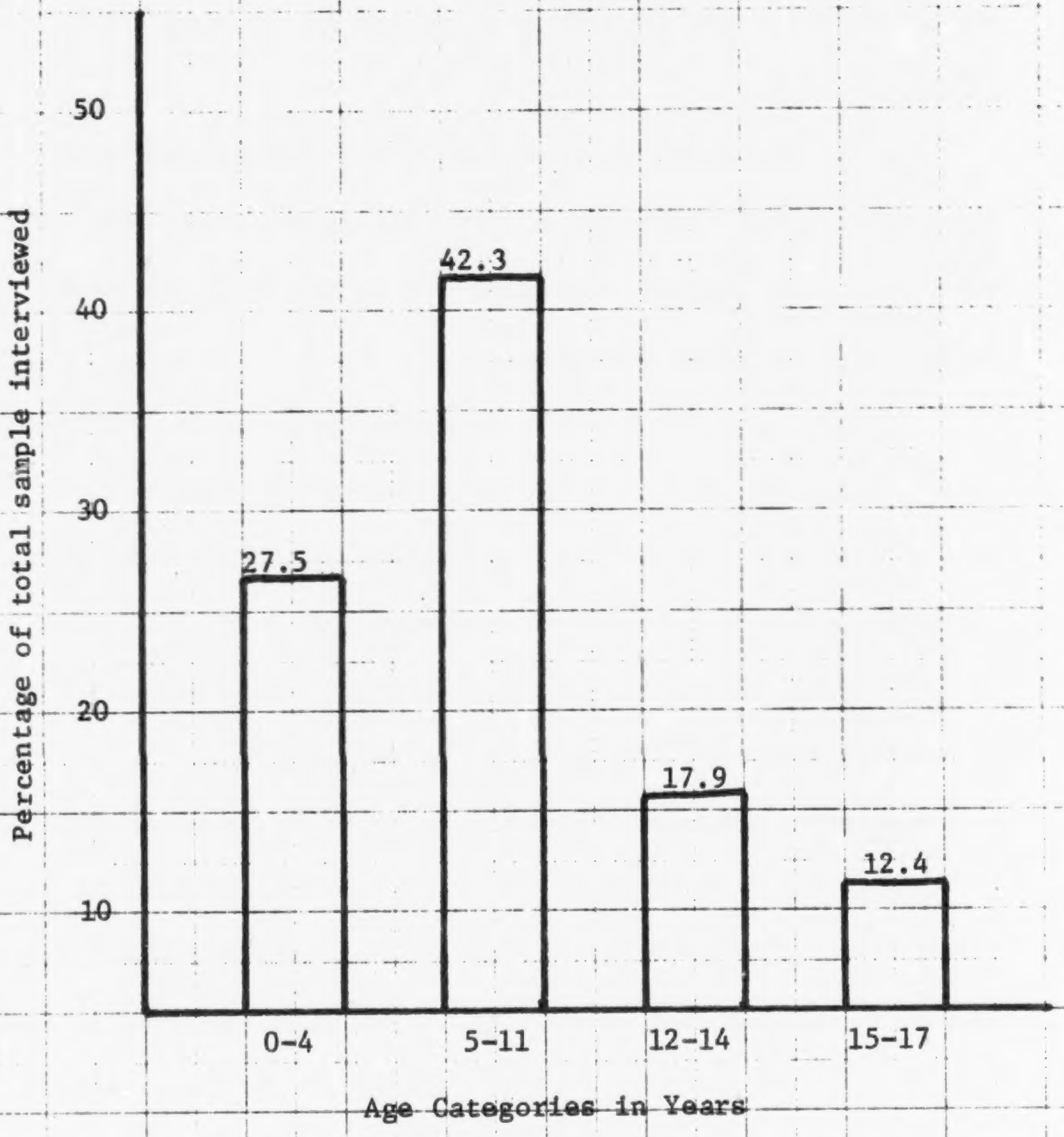


FIGURE 29

DISTRIBUTION BY AGE OF THE
FLORIDA MIGRATORY CHILD

from the 9,852 in the 5-11 group, they account for 9,097 or 92.3%; from the 4,175 in the 12-14 age group the reported number is 3,885 or 93.1%; and from the 15-17 category they accounted for 2,653 or 93.1% (See Table LXXXI). In almost every Compensatory County the reported figure in the 0-4 age bracket was less than the reported figure in the 5-11 age bracket.

A major exception to this trend was Hillsborough County where the reported figure in the 0-4 age level was 205 and only 142 in the 5-11 age level. Data referring to ethnic group and size of family pertaining to Hillsborough County suggests a possible explanation for this situation. The county is predominantly Spanish-American. This ethnic group tends to have a larger number of pre-school age children. The largest reported number of children in the 0-4 age category occurs in Palm Beach County (1059) or 16.5% of the entire 0-4 age level. Of the Compensatory Counties, DeSoto County reports the least number of children in the 0-4 age level (14) or .22% of the entire number reported. In delimiting the reported numbers to further express concentrations of children, the five largest Compensatory Counties are discussed together in the next paragraph.

Palm Beach County's reported figure is 1059 (16.5%), Polk County 950 (14.8%), Broward 801 (12.5%), Collier 651 (10.2%), and Dade 448 (7.0%). Combined they total 3909 (61.0%) of the entire number reported in the sample for all 46 counties. When compared solely to the compensatory counties they total 3909 of the reported 5,887 or 66%.

Data pertaining to the 5-11 age level shows that in almost every county the reported figure is larger than any of the other age levels. A major exception is Hillsborough County which was explained in the beginning of this section. Palm Beach County reported the largest number of children in this age level, 1427 (14.5%), only slightly more than Broward's 1,419 (14.4%) and Polk's 1,401 (14.2%). The least number of age 5-11 migratory children reported by a compensatory county was 17 (.17%) in DeSoto County. The largest increase from one age bracket to another occurred in Broward where the reported figure in the 0-4 age level was 801 and in the 5-11 category they reported 1,419 which represented an increase of 618 children. A possible explanation is the fact that 78.88% of the reported heads of household are Negro. Data tends to indicate that the Negro migrants' children average ages are older than the children of Spanish-American migrants. Since the male and female mean age of the Negro migrant is older when compared to the mean ages of the adult Spanish-American migrants, the assumption can be made that their children will be somewhat older.

Reference to the five largest compensatory counties shows that in the 5-11 age bracket, Palm Beach reported 1,427 (14.5%), Broward 1,419 (14.4%), Polk 1,401 (14.2%), Collier 832 (8.5%), and Orange 689 (7.0%). Combined, they total 5768 or 58.6% of the entire sample statewide total reported in the 5-11 age level. When compared solely to the compensatory counties, their total of 5,768 is 63% of the 9,097 sample reported by the compensatory counties.

Data representing the 12-14 age level (4,175) decreases to less than half that reported in the 5-11 age level (9,852). Broward County, although its reported figure is nearly half (761) of its 1,419 figure in the 5-11 age level, has the largest number in this particular age level. As was mentioned before, the predominantly Spanish-American counties tend to show fewer number of reported children in the higher age levels than the predominantly Negro counties.

The largest five counties in the 12-14 age level were Broward, which reported 761 (18.2%), Polk 638 (15.3%), Palm Beach 618 (14.8%), Collier 321 (7.7%), and Orange 277 (6.6%). Combined, they total 2,615 or 62.6% of the entire number reported in the 12-14 age level for the statewide sample. Compared only to the compensatory counties the 2,615 total represents 67% of the reported figure of 3885.

Comparison between the reported figure representing 15-17 age level (2,851) and the figure representing the 5-11 age level (9,852) shows the latter to be over two-thirds larger. Phase II data tends to suggest that there are mainly two underlying factors contributing to this situation; one being the ethnic composition of the major counties involved, and the other that many of the older children in migrant families leave home at an early age, mainly due to marriage. Quite possibly they leave the stream in search of a different means of employment.

Broward County repeats as the county with most children aged 15-17, reporting 462 (16.2%), and DeSoto reports eight (.28%), which was the least number reported by a compensatory county.

Looking at the five largest counties we find Broward with 462 (16.2%), Polk with 450 (15.8%), Palm Beach with 380 (13.3%), Collier with 260 (9.1%), and Orange with 235 (8.2%) for a total of 1,787 or 62.6% of the entire reported number in the 15-17 age level. The reported figure of 1,787 is 67% of the total sample reported solely by the twenty compensatory counties (2,653).

Combining the totals in each age level of the compensatory counties we find it to be 21,522 or 92% of the entire reported sample (23,287). Data concerning the frequencies and percentages of the samples of migrants interviewed in the twenty compensatory counties is shown in Table LXXXI on page 350. The remainder of the reported counties, also showing frequencies and percentages is shown in Table LXXXII on page 351.

V. FLORIDA INDUSTRIAL COMMISSION PROJECTION

Phase II data concerning the estimated number of children between the ages of 5-17 and the indicated peak months should be interpreted somewhat cautiously. This is mainly due to the fact that the FIC information is based on crew chief data for a projected normal year, and the reported gross enrollment in schools is from actual yearly figures. In addition, other FIC information provides the actual number of migrant workers for the present year, but the actual number of unmarried workers is not clearly designated, therefore indexes were implemented from the National Census, that portion pertaining to the reported worker population.

Data shown in Figure 30 relates migrant gross school enrollment

TABLE LXXXI

FREQUENCIES AND PERCENTAGES OF AGE GROUPS OF MIGRATORY CHILDREN IN SURVEY SAMPLE IN COMPENSATORY COUNTIES

Counties	0-4 years		5-11 years		12-14 years		15-17 years	
	freq	%	freq	%	freq	%	freq	%
Broward	801	12.5	1419	14.4	761	18.2	462	16.2
Collier	651	10.2	832	8.5	321	7.7	260	9.1
Dade	448	7.0	629	6.4	256	6.1	220	7.7
DeSoto	14	.2	17	.2	9	.2	8	.3
Hardee	349	5.5	540	5.5	211	5.1	156	5.5
Hendry	160	2.5	156	1.6	74	1.8	45	1.6
Highlands	40	.6	90	.9	56	1.3	30	1.1
Hillsborough	205	3.2	142	1.4	16	.4	12	.4
Lake	134	2.1	246	2.5	84	2.0	62	2.2
Lee	59	.9	112	1.1	24	.6	22	.8
Manatee	242	3.8	354	3.6	140	3.4	118	4.1
Martin	109	1.7	196	2.0	88	2.1	14	.5
Okeechobee	38	.6	88	.9	34	.8	22	.8
Orange	286	4.5	689	7.0	277	6.6	234	8.2
Palm Beach	1059	16.5	1427	14.5	618	14.8	380	13.3
Polk	950	14.8	1401	14.2	638	15.3	450	15.8
St. Johns	138	2.2	269	2.7	113	2.7	68	2.4
St. Lucie	83	1.3	199	2.0	65	1.6	50	1.8
Sarasota	49	.8	43	.4	10	.2	13	.5
Seminole	72	1.1	248	2.5	90	2.2	26	.9
TOTALS	5887	91.9	9097	92.3	3885	93.1	2653	93.1

Data taken from Form 91, Question 11, 12, 13 and 14

Note: Total frequencies are based on survey sample, actual totals of children are higher in each county.

TABLE LXXXII

FREQUENCIES AND PERCENTAGES OF AGE GROUPS OF MIGRATORY CHILDREN IN SURVEY SAMPLE IN NON-COMPENSATORY COUNTIES

Counties	0-4 years		5-11 years		12-14 years		15-17 years	
	freq	%	freq	%	freq	%	freq	%
Alachua	15	.2	19	.2	16	.4	6	.2
Bradford	19	.3	18	.2	6	.1	3	.1
Brevard	82	1.3	145	1.5	67	1.6	51	1.8
Charlotte	18	.3	10	.1	2	.1	2	.1
Clay	3	.1	3	.0	1	.0	0	.0
Columbia	1	.0	1	.0	3	.1	0	.0
Escambia	3	.1	2	.0	0	.0	0	.0
Flagler	32	.5	36	.4	5	.1	6	.2
Franklin	12	.2	8	.1	9	.2	2	.1
Gadsen	0	.0	10	.1	3	.1	5	.2
Glades	33	.5	47	.5	20	.5	8	.3
Hamilton	1	.0	1	.0	0	.0	0	.0
Hernando	4	.1	16	.2	8	.2	4	.1
Indian River	23	.4	42	.4	15	.4	9	.3
Jackson	0	.0	4	.0	1	.0	1	.0
Lafayette	6	.1	10	.1	3	.1	2	.1
Levy	2	.0	0	.0	0	.0	0	.0
Liberty	0	.0	1	.0	0	.0	0	.0
Marion	63	1.0	66	.7	18	.4	25	.9
Oakaloosa	1	.0	2	.0	1	.0	1	.0
Osceola	39	.6	56	.6	20	.5	10	.4
Pasco	70	1.1	94	1.0	37	.9	26	.9
Pinellas	22	.3	35	.4	10	.2	4	.1
Putnam	53	.8	78	.8	24	.6	20	.7
Volusia	20	.3	49	.5	21	.5	13	.5
Walton	0	.0	2	.0	0	.0	0	.0
TOTALS	522	8.1	755	7.7	290	6.9	198	6.9

Data taken from Form 91, Questions 11, 12, 13 and 14.

Note: total frequencies are based on survey sample, actual totals of children are higher in each county to the estimated total number 5-17 year old migrant children. Referring to the peak months of January for the FIC estimate and February for the reported gross enrollment, the central variation involved is that the estimate is based on a projected year and the reported enrollment is based on the actual year. Considering this year's freeze, which delayed the peak season three to four weeks, a suggested assumption is that the peaks could have both occurred during the month of January. The differences in September and October can readily be attributed to the projection factor. A various number of factors could account for this difference. Weather could have affected the actual harvest, and travel time invariably could have altered the planned arrival of migrants into Florida. The general trends are quite similar, however. The actual frequencies of estimated number of children is shown in Table LXXXIII on pages 354 and 355.

VI. TRENDS OF MIGRATORY CHILD MOVEMENT WITHIN AND OUTSIDE OF FLORIDA

Within Florida. Data concerning movement was procured by summing the number of children in the household and then selecting the most popular moves reported for each month from several of the most densely populated counties and states. The thirteen most popular moves are shown on pages 1183 through 1268 of the Appendix.

Movement to and from major counties within Florida. Data found in Tables LXXIV through LXXIX concern the five largest counties on the basis of reported school enrollment. Included in the tables

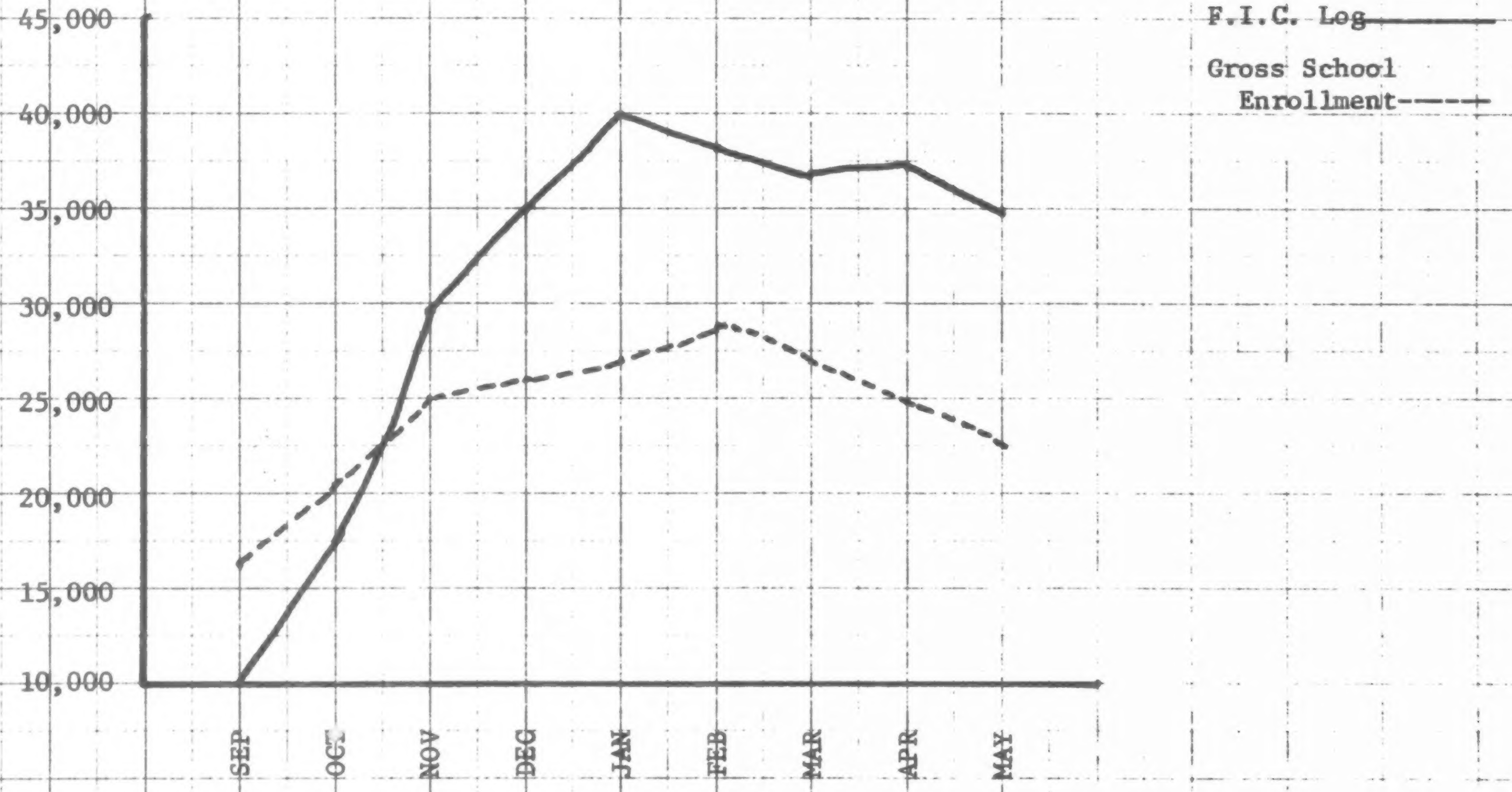


FIGURE 30

MIGRANT GROSS SCHOOL ENROLLMENT RELATED TO ESTIMATED NUMBER OF 5-17 YEAR OLD MIGRATORY CHILDREN IN FLORIDA

Table LXXXIII

ESTIMATED MIGRANT CHILDREN BETWEEN 5-17 YRS.
COMPILED FROM THE F.I.C. LOG

Counties	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Alachua	30	136	104	63	97	88	122	167	279
Brevard	0	118	304	346	466	397	302	387	397
Broward	398	1076	1354	1521	1792	1959	1750	1125	997
Charlotte	53	92	131	137	151	171	158	189	136
Citrus	0	0	15	29	38	30	17	22	19
Collier	445	1292	2746	2667	2849	2830	2937	2974	2435
Dade	626	1835	2668	3139	3620	3682	3437	3074	1228
DeSoto	0	174	303	400	493	454	414	395	264
Escambia	152	177	93	116	175	240	268	289	355
Flagler	0	70	130	127	158	162	186	195	240
Glades	0	113	169	151	163	173	177	165	131
Hardee	237	462	662	858	757	846	739	838	756
Hendry	169	252	601	696	771	735	786	823	784
Hernando	0	52	79	206	211	176	147	109	95
Highlands	0	240	434	522	669	592	483	506	593
Hillsborough	148	427	1169	1321	1589	1512	1362	1991	2846
Indian River	245	258	430	585	619	552	459	529	612
Lake	1032	1236	2545	3218	3793	3254	2273	2779	3006
Lee	200	853	1143	1141	1121	1119	1148	1339	720

Table LXXXIII (Concluded)

Counties	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Manatee	380	502	1223	1021	1268	1234	1277	1139	1758
Marion	61	115	152	239	297	259	179	184	227
Martin	284	282	420	489	565	466	417	406	359
Okeechobee	0	67	202	178	151	132	128	235	229
Orange	671	838	2080	2433	2742	2503	1970	2224	2544
Osceola	0	111	262	343	408	337	235	296	313
Palm Beach	2326	4429	7586	7703	8443	8646	8328	7442	5563
Pasco	67	102	462	582	825	706	595	664	616
Pinellas	0	46	118	204	250	223	198	215	178
Polk	617	1103	2642	3249	3815	3346	2887	3031	3328
Putman	38	116	142	196	242	235	233	241	297
St. Johns	70	204	367	397	457	447	539	718	901
St. Lucie	402	592	1168	1369	1522	1390	1251	1366	1472
Santa Rosa	107	121	99	84	89	92	95	100	115
Sarasota	196	169	419	286	396	410	415	279	500
Seminole	0	131	558	597	664	644	559	646	719
Sumter	0	57	26	54	13	27	16	58	116
Volusia	106	132	265	316	363	322	236	310	323
TOTALS	9056	17980	30555	35444	42042	40033	36723	37238	35451

are the months of greatest inflow of migratory children, the percentage involved, and the place of origin. Also, included in the tables are the months of greatest outflow percentages involved, and place of destination.

Polk County, as the data tends to suggest, receives the majority of its migratory children during the months of September through December. Michigan, New York, Ohio and Pennsylvania are the largest contributors of migratory children to Polk County during these four months. In September, 2.82% of the 532 migratory children leaving Michigan for Florida go to Polk County. New York, also in September, sends to Polk 3.7% of a reported 541 migratory children leaving the state for Florida. Ohio and Pennsylvania send no migratory children to Polk County in September. In October, Michigan reports 525 children leaving the state of which 4.19% are destined for Polk County. New York reports 409 leaving and of this number 8.07% are slated for Polk County. Ohio out of 663 reported leaving, 1.66% are slated to arrive in Polk County. Pennsylvania reports 137 leaving, and of this total 4.38% are destined for Polk County.

In November, the percentages begin to increase. Michigan reports 416 leaving for Florida in November, and of this number 14.66% more into Polk County. New York reports 1201 migratory children leaving for Florida and 41.80% of this number reported Polk County as their place of destination. Ohio reports 431 leaving and 6.26% of this number are slated for Polk County. From Pennsylvania, 36.40% of 272 reported migratory children leaving stated that Polk

TABLE LXXXIV

MIGRATORY CHILD INFLOW FOR POLK COUNTY

September			October			November			December		
From	To	N+%	From	To	N+%	From	To	N+%	From	To	N+%
Mich.	Polk	532 2.82	Mich.	Polk	525 4.19	Mich.	Polk	416 14.66	Mich.	Polk	101 3.96
N.Y.	Polk	541 3.70	N.Y.	Polk	409 8.07	N.Y.	Polk	1201 41.80	N.Y.	Polk	470 30.21
---	---	---	Ohio	Polk	663 1.66	Ohio	Polk	431 6.26	Ohio	Polk	63 15.87
___	___	___	Pa.	Polk	137 4.38	Pa.	Polk	272 36.40	Pa.	Polk	133 15.04

County was their place of destination. December reports indicate the largest overall percentages leaving of the four months in question. Michigan reports only 3.96% out of 101 leaving, are slated for Polk County. New York reports the largest percentage of the four states; out of 470 migratory children leaving for Florida 30.21% are slated for Polk County. Ohio, reports 15.87% from a total of 63 children leaving are slated for Polk County. Pennsylvania, out of 133 leaving, reports that 15.04% are headed for Polk County.

June tends to be the most active month for children leaving Polk County. Of a total of 68 children leaving, 16.18% are slated for Michigan, 13.24% are slated for Broward County, 11.76% are headed for New York, and 11.76% are slated for Bay County.

Collier County also receives the majority of its migratory children from September through December. Contributors of migratory school children to Collier County during September are Indiana, Michigan, Ohio, and Texas. Indiana reports 30.14% of a total 146 migratory children leaving for Florida are slated for Collier County. Michigan reports that 532 children leave, and of this number 18.05% are slated for Collier County. Ohio reports 26.81% of a total 276 are slated for Collier County, and Texas reports 282 children leaving for Florida, of which 21.63% are destined for Collier County. October records a slight decrease in percentage of inflow. Indiana reports 21.29% of a total 249 leaving for Florida are slated for Collier County. Michigan, from a total of 525 reported leaving, only 13.33% are destined for Collier County. Ohio reports 21.72% of 276 leaving for

TABLE LXXXV

MIGRATORY CHILD INFLOW FOR COLLIER COUNTY

September			October			November			December		
From	To	N+%	From	To	N+%	From	To	N+%	From	To	N+%
Ind.	Coll.	146 30.14	Ind.	Coll.	249 21.29	Ind.	Coll.	155 14.19	—	—	—
Mich.	Coll.	532 18.05	Mich.	Coll.	525 13.33	Mich.	Coll.	416 9.62	Mich.	Coll.	101 3.96
Ohio	Coll.	276 26.81	Ohio	Coll.	276 21.72	Ohio	Coll.	431 12.06	Ohio	Coll.	63 15.87
Texas	Coll.	282 21.63	Texas	Coll.	268 17.54	Texas	Coll.	333 16.22	Texas	Coll.	262 1.91

Florida are slated for Collier County. Texas reports 268 leaving for Florida and of this number 17.54% are destined for Collier County.

November also reveals a slight decrease from October departures for Florida, in all states. Indiana reports 14.19% of 155 are destined for Collier County. Michigan reports that from 416, only 9.62% are slated for Collier County. Ohio reports 12.06% of 431 will arrive in Collier County, and Texas reports that 16.22% of 333 are slated to arrive in Collier County. December shows none from Indiana, 3.96% of 101 from Michigan, 15.87% of 63 from Ohio, and 1.91% of 262 are slated from Texas.

The greatest outflow occurs during the month of June, from Collier County. From a total of 95 reported leaving, 27.37% are slated for Hillsborough County, 9.47% to Ohio, 8.42% to Michigan, and 7.37% to Indiana.

Palm Beach reports similar months for greatest inflow. September shows an inflow of 14.38% of 577 leaving for Florida from New Jersey; 12.75% of 541 from New York; 12.56% of 207 from South Carolina; and 41.49% of 282 migratory children from Texas. October reports 7.85% of 573 leaving for Florida from New Jersey; 20.54% of 409 from New York; 17.14% of 140 from South Carolina; and 33.21% of 268 from Texas. November reports 20.51% of 429 from New Jersey; 6.66% of 1201 from New York; 31.25% of 112 from South Carolina; and 18.32% of 333 from Texas. December shows a slight decrease in inflow. Of 62 children, 51.61% were reported to arrive from New Jersey. New York reports 7.45% of 470 leaving for Florida will arrive in Palm Beach

TABLE LXXXVII

MIGRATORY CHILD INFLOW FOR PALM BEACH COUNTY

September			October			November			December		
From	To	N+%	From	To	N+%	From	To	N+%	From	To	N+%
N.J.	Palm Bch.	577 14.38	N.J.	Palm Bch.	573 7.85	N.J.	Palm Bch.	429 20.51	N.J.	Palm Bch.	62 51.61
N.Y.	Palm Bch.	541 12.75	N.Y.	Palm Bch.	409 20.54	N.Y.	Palm Bch.	1201 6.66	N.Y.	Palm Bch.	470 7.45
S.C.	Palm Bch.	207 12.56	S.C.	Palm Bch.	140 17.14	S.C.	Palm Bch.	112 31.25	---	---	---
Texas	Palm Bch.	282 41.49	Texas	Palm Bch.	268 33.21	Texas	Palm Bch.	333 18.32	Texas	Palm Bch.	262 8.40

County during December, and Texas reports that 8.40% of 262 are slated to arrive in Palm Beach County.

Outflow in Palm Beach County, is slightly different when compared to Polk, and Collier Counties. It has two major months of departure, May and June. During the month of May, 101 migratory children are slated to leave Palm Beach County. Of the 101, 15.84% are reported going to Jefferson County; 11.88% to Broward County; 10.89% to Dade County; and 9.90% to Highlands County. June differs from May in the area of destination, due to the fact that three of the four most common destinations are states rather than counties. Of the 197 children reported leaving, 23.35% are headed for Broward County, 9.64% are going to Georgia, and Virginia, and 8.12% to Delaware.

Broward County, as the data indicates, receives most of its migratory children from New Jersey. The months of inflow continue to follow the previous patterns of September through December. September shows that 6.55% of a reported total of 275 leaving for Florida arrive from Maryland, 57.02% of 577 arrive from New Jersey, 12.75% are reported to arrive from New York, and 25.08% are slated to arrive from Virginia. October overall percentages are somewhat larger. Out of 222 children leaving for Florida, 20.77% are reported to arrive from Maryland; 67.54% of 573 from New Jersey , 10.02% out of 409 from New York; and, 47.13% from a total of 331 are reported to arrive from Virginia. November reports a substantial decrease compared to October. Maryland reports 24.38% out of 283 leaving for Florida; New Jersey reports 54.78% from a total of 429; New York

TABLE LXXXVI

MIGRATORY CHILD OUTFLOW FOR POLK, COLLIER, AND BROWARD COUNTY

June			June			June		
From	To	N+%	From	To	N+%	From	To	N+%
Polk	Mich.	68 16.18	Coll.	Hills.	95 27.37	Brow.	N.J.	225 32.00
Polk	Brow.	68 13.24	Coll.	Ohio	95 9.47	Brow.	Va.	225 24.44
Polk	N.Y.	68 11.76	Coll.	Mich.	95 8.42	Brow.	Md.	225 15.11
Polk	Bay	68 11.76	Coll.	Ind.	95 7.37	Brow.	Pa.	225 14.67
						Brow.	Palm Bch.	225 2.26

TABLE LXXXVIII

MIGRATORY CHILD OUTFLOW FOR PALM BEACH COUNTY

May			June		
From	To	N+%	From	To	N+%
Palm Bch.	Jeff.	101 15.84	Palm Bch.	Brow.	197 23.35
Palm Bch.	Brow.	101 11.88	Palm Bch.	Ga.	197 9.64
Palm Bch.	Dade	101 10.89	Palm Bch.	Va.	197 9.64
Palm Bch.	High.	101 9.90	Palm Bch.	Del.	197 8.12

TABLE LXXXIX

MIGRATORY CHILD INFLOW FOR BROWARD COUNTY

September			October			November			December		
From	To	N+%	From	To	N+%	From	To	N+%	From	To	N+%
Md.	Brow.	275 6.55	Md.	Brow.	222 20.07	Md.	Brow.	283 24.38	—	—	—
N.J.	Brow.	577 57.02	N.J.	Brow.	573 67.54	N.J.	Brow.	429 54.78	N.J.	Brow.	62 12.90
N.Y.	Brow.	541 12.75	N.Y.	Brow.	409 10.02	N.Y.	Brow.	1201 4.83	—	—	—
Va.	Brow.	311 25.08	Va.	Brow.	331 47.13	Va.	Brow.	364 33.24	Va.	Brow.	69 21.74

TABLE XC

MIGRATORY CHILD INFLOW FOR DADE COUNTY

September			October			November			December		
From	To	N+%	From	To	N+%	From	To	N+%	From	To	N+%
N.J.	Dade	577 3.47	N.J.	Dade	573 3.84	N.J.	Dade	429 6.06	N.J.	Dade	62 9.68
---	---	---	Ind.	Dade	249 4.82	Ind.	Dade	155 14.19	Ind.	Dade	40 32.50
Texas	Dade	282 1.42	Texas	Dade	268 7.46	Texas	Dade	333 22.52	Texas	Dade	262 31.68

TABLE XCI

MIGRATORY CHILD OUTFLOW FOR DADE COUNTY

April			May			June		
From	To	N+%	From	To	N+%	From	To	N+%
Dade	Manat.	83 38.55	Dade	Manat.	89 46.07	Dade	Okee.	87 20.69
Dade	Coll.	83 28.92	Dade	Hills.	89 20.22	Dade	Va.	87 13.79
Dade	Glades	83 9.64	Dade	Bay	89 8.99	Dade	Brow.	87 13.79
Dade	Brow.	83 6.02	Dade	Brow.	89 7.87	Dade	N.M.	87 9.20
Dade	Pinel.	83 6.02	Dade	Saras.	89 4.49	Dade	Bay	87 9.20

reports 4.83% out of 1201; and Virginia reports 33.24% from a total of 364. December shows a definite decrease compared to the previous three months. Maryland and New York report no migratory children slated for Broward County. New Jersey reports 12.90% out of 62 leaving for Florida and Virginia reports 21.74% out of a reported total of 69.

Outflow from Broward County is concentrated in June. Of a total of 225 reported children leaving, 32.00% are moving to New Jersey, 24.44% to Virginia, 15.11% to Maryland, 14.67% to Pennsylvania, and 2.67% are reported going to Palm Beach County.

Dade County has a smaller number of reported children in school; therefore, only three states are mentioned as major contributors: Indiana, New Jersey, and Texas. September shows New Jersey and Texas reporting that migratory children leave the state, while Indiana reports no migratory children. Of 577 children, 3.47% will arrive from New Jersey and 1.42% of 282 from Texas. October shows that 3.84% of 573 leaving for Florida are reported to arrive from New Jersey, 4.82% of 249 from Indiana, and 7.46% from Texas. November reported 6.06% of 429 from New Jersey, 14.19% of 155 from Indiana, and 22.52% of 333 from Texas. December, surprisingly, shows an increase over the previous three months. Out of 62 reported leaving New Jersey for Florida, 9.68% were slated for Dade County. Of 40 leaving Indiana, 32.50% are reported headed for Dade, and 31.68% of 262 are reported to arrive from Texas.

April, May and June are the three major months of departure from Florida. Of the 83 migratory children reported leaving Dade County in April, 38.55% move to Manatee County, 28.92% to Collier County, 9.64% to Glades County, 6.02% to Broward County, and 6.02% to Pinellas County. In May 89 children leave, of which 46.07% go to Manatee County, 20.22% to Hillsborough County, 8.99% to Bay County, 7.87% to Bradford County, and 4.49% to Sarasota County. In June, 87 migratory children leave, of which 20.69% go to Okeechobee, 13.79% go to Virginia, 13.79% to Broward County, 9.20% to New Mexico, and 9.20% to Bay County. The data tends to suggest that the flow patterns initiated by intrastate migration are either to bordering counties or to counties which have similar crops.

Movement from Florida. A major concern of our schools has been the length of time the migratory children can be expected to remain in our schools. Figure 31 shows the general trends of movement from Florida during the month of May. Notice that the largest percent (35.05%) of those leaving the state went to Region 3, the Northeast; 26.89% of the movement was to Region 2, the Southeast; 13.12% went to Region 4, the Near Midwest; and 9.00% went to Region 6, the Southwest.

The patterns of migration during June, the month of heaviest movement are shown in Figure 33. The major difference in the June movement is that a larger percentage (21.74%) chose the Near Midwest as their destination. The largest percengage (34.68%) continued to go to Region 3, the Northeast. The percentage going to Region 2, the Southeast, decreased from 26.89% in May, to 25.17% in June. Region 6, the Southwest, continued to receive approximately the same percentage (9.00% in May, 8.80% in June).

As Figure 32 indicates more than half (51.00%) of the children leaving Florida during the month of July go to Region 3, the Northeast. At the same time there is a considerable decrease in Region 2, the Southeast, from 25.17% in June to 17.21% in July. It can be seen that 23.14% of the children moving chose Region 4, the Near Midwest, in July. The percentage of children moving to Region 6, the Southwest, in July decreased from 8.80% in June to 4.47%.

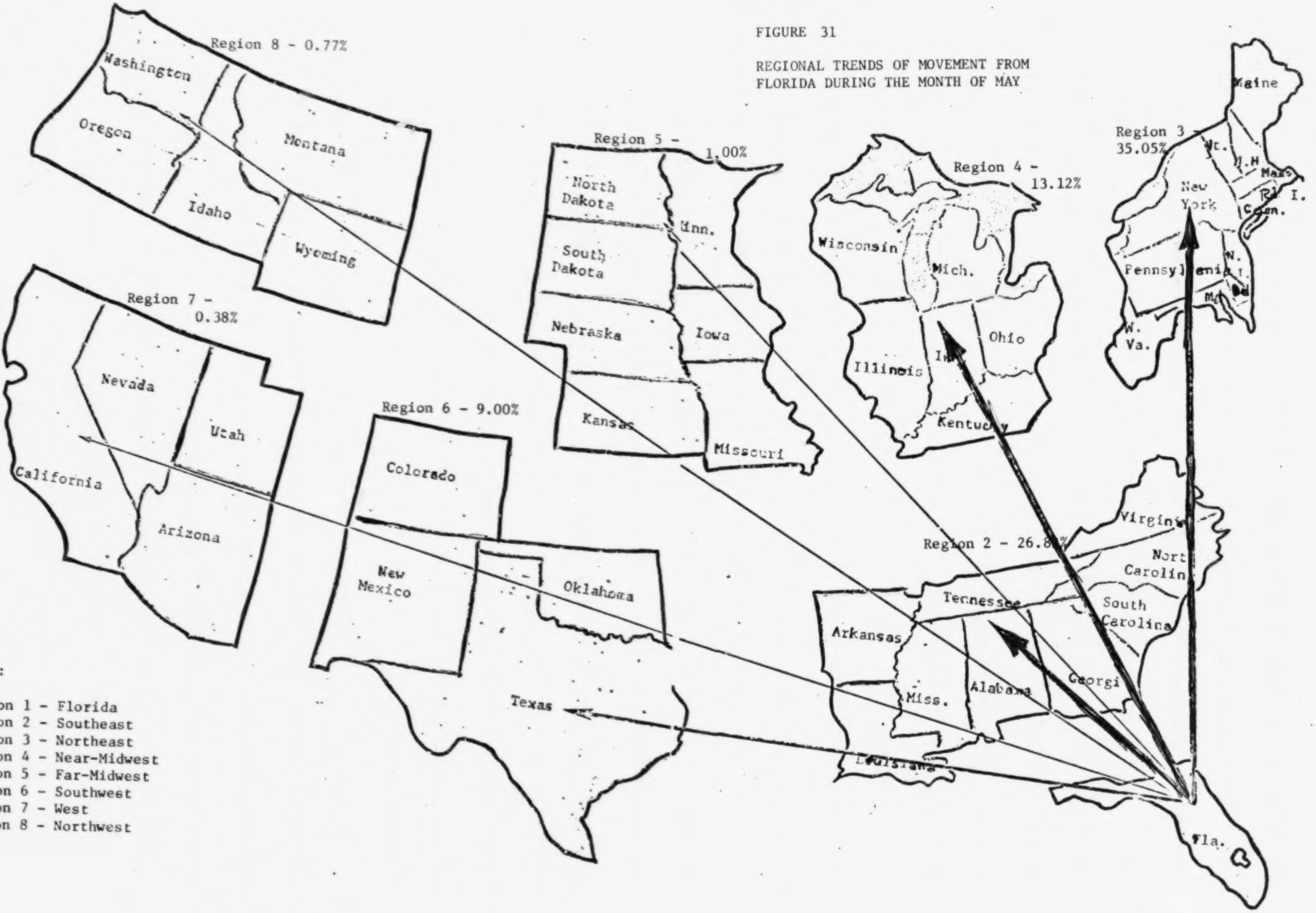
Figures 31 and 32 clearly indicate that the majority of child movement from Florida during the late Spring and early summer exodus is confined to the Northeast, Southeast, and Near Midwest.

The previous outflow tables tend to suggest that the most prominent receiver of Florida migrants in the southeast is South Carolina. New Jersey and New York are the most prominent in the Northeast. Michigan, Ohio and Indiana represent leading states in the Near Midwest, and Texas is most noticeable in the Southwest. The above-mentioned states are not only the major destinations of the migratory child but are also the largest contributing states sending migratory children to Florida.

The trends of movement from the seven major states as shown in the inflow tables clearly indicates definite flow patterns between these states and certain counties in Florida. As was mentioned in the section dealing with family movement, if the coordination of educational programs for migratory children becomes a reality, then this information is the most logical base from which to begin.

FIGURE 31

REGIONAL TRENDS OF MOVEMENT FROM FLORIDA DURING THE MONTH OF MAY


Region 8 - 0.77%
Washington
Oregon
Idaho
Montana
Wyoming
Region 7 - 0.38%
Nevada
Utah
California
Arizona
Region 6 - 9.00%
Colorado
New Mexico
Oklahoma
Texas
Region 5 - 1.00%
North Dakota
South Dakota
Nebraska
Kansas
Minn.
Iowa
Missouri
Region 4 - 13.12%
Wisconsin
Mich.
Illinois
Ind.
Ohio
Kentucky
Region 3 35.05%
Maine
Vt.
N.H.
Mass.
R. I.
Conn.
New York
Pennsylvania
N. J.
Md.
Del.
W. Va.
Region 2 - 26.8%
Virginia
North Carolina
South Carolina
Tennessee
Arkansas
Miss.
Alabama
Georgia
Louisiana
Fla.

LEGEND:

Region 1 - Florida
Region 2 - Southeast
Region 3 - Northeast
Region 4 - Near-Midwest
Region 5 - Far-Midwest
Region 6 - Southwest
Region 7 - West
Region 8 - Northwest

FIGURE 32

REGIONAL TRENDS OF MOVEMENT FROM FLORIDA DURING THE MONTH OF JULY

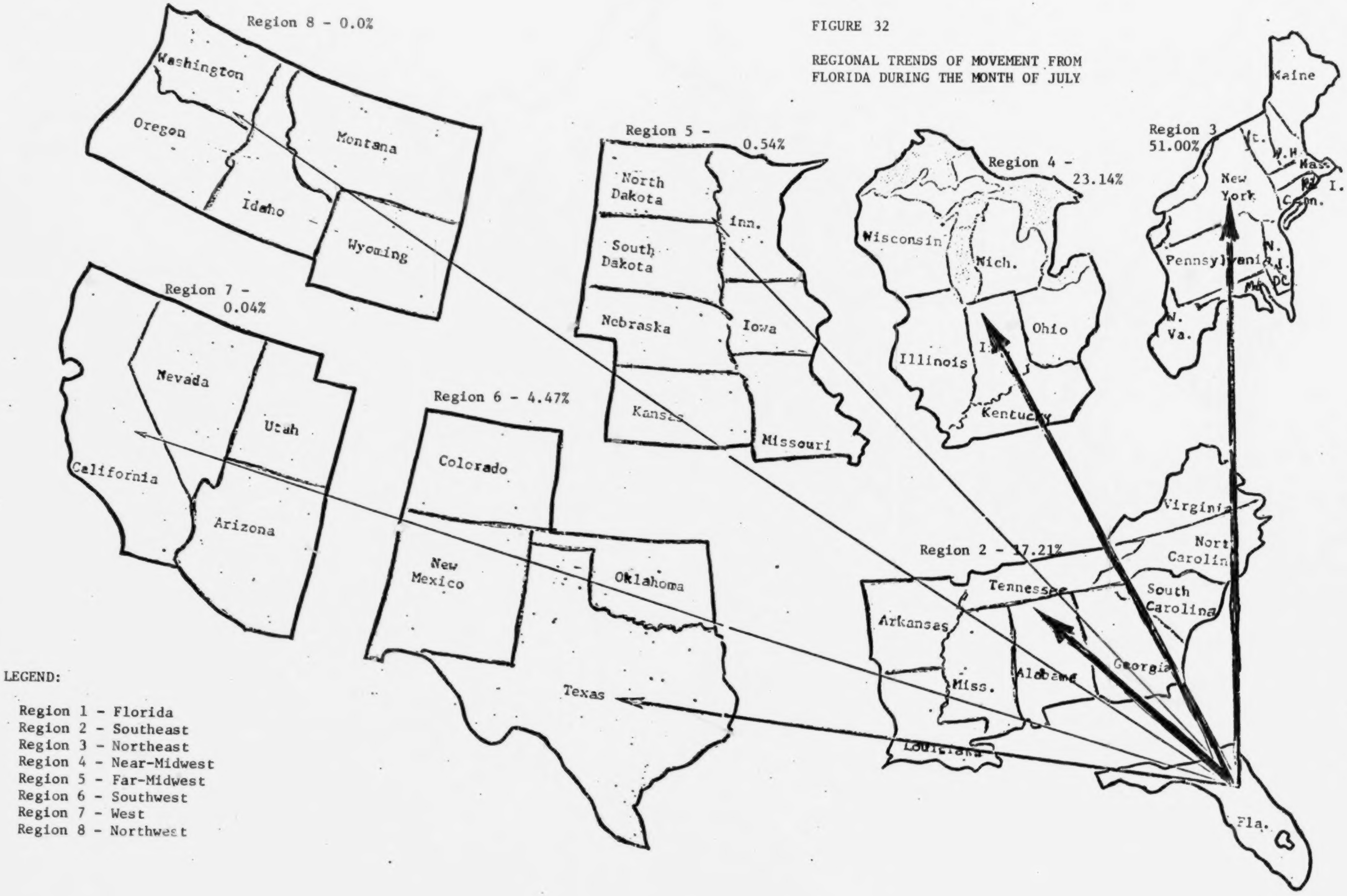
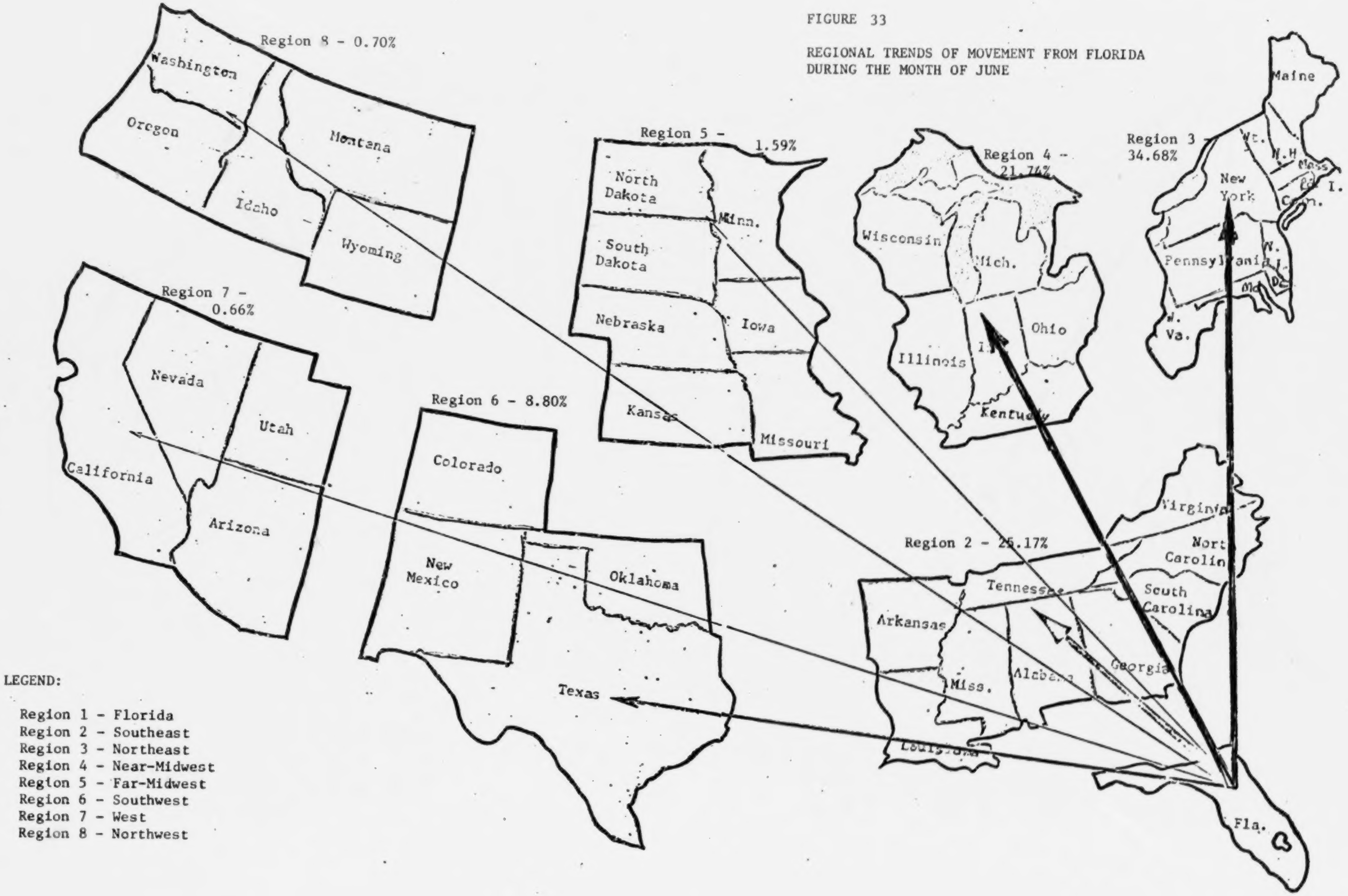
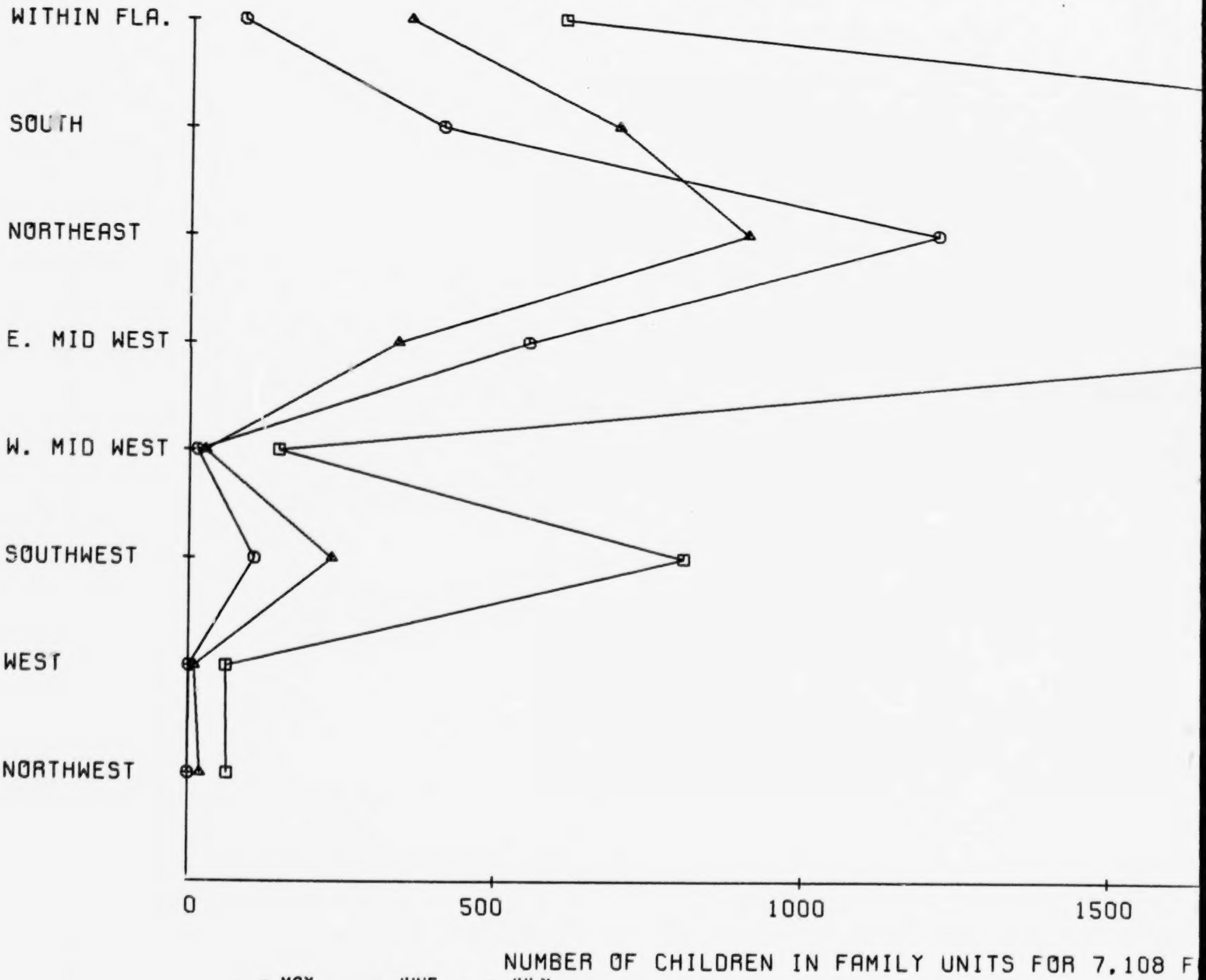

Region 8 - 0.0%
Washington
Oregon
Montana
Idaho
Wyoming
Region 7 - 0.04%
Nevada
Utah
California
Arizona
Region 6 - 4.47%
Colorado
New Mexico
Oklahoma
Texas
Region 5 - 0.54%
North Dakota
South Dakota
Nebraska
Kansas
Minn.
Iowa
Missouri
Region 4 - 23.14%
Wisconsin
Mich.
Illinois
Ind.
Ohio
Kentucky
Region 3 51.00%
Maine
Vt.
N.H.
Mass.
R.I.
New York
Conn.
Pennsylvania
N.J.
Md.
DC
W. Va.
Region 2 - 17.21%
Virginia
North Carolina
South Carolina
Tennessee
Arkansas
Miss.
Alabama
Georgia
Louisiana
Fla.
LEGEND:
Region 1 - Florida
Region 2 - Southeast
Region 3 - Northeast
Region 4 - Near-Midwest
Region 5 - Far-Midwest
Region 6 - Southwest
Region 7 - West
Region 8 - Northwest

FIGURE 33

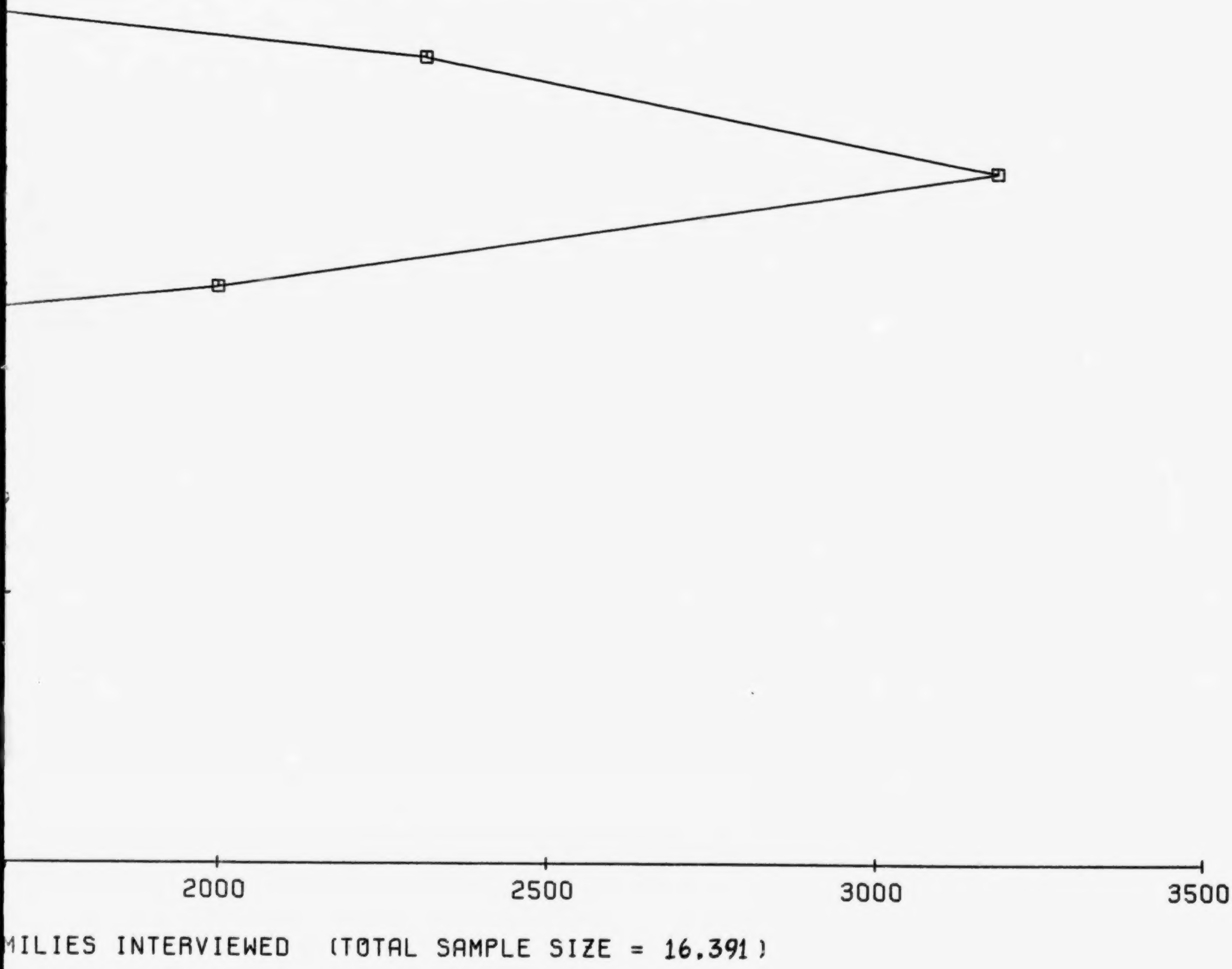
REGIONAL TRENDS OF MOVEMENT FROM FLORIDA
DURING THE MONTH OF JUNE


Region 8 - 0.70%
Washington
Oregon
Montana
Idaho
Wyoming
Region 7 - 0.66%
Nevada
Utah
California
Arizona
Region 6 - 8.80%
Colorado
New Mexico
Oklahoma
Texas
Region 5 - 1.59%
North Dakota
South Dakota
Minn.
Nebraska
Iowa
Kansas
Missouri
Region 4 - 21.74%
Wisconsin
Mich.
Illinois
Ind.
Ohio
Kentucky
Region 3 - 34.68%
Maine
Vt.
N.H.
Mass.
R. I.
Conn.
New York
Pennsylvania
N.J.
Del.
Md.
W. Va.
Region 2 - 25.17%
Virginia
North Carolina
South Carolina
Tennessee
Arkansas
Georgia
Miss.
Alabama
Louisiana
Fla.
LEGEND:
Region 1 - Florida
Region 2 - Southeast
Region 3 - Northeast
Region 4 - Near-Midwest
Region 5 - Far-Midwest
Region 6 - Southwest
Region 7 - West
Region 8 - Northwest

DESTINATIONS OF THE CHILDREN OF MIGRATOR
MONTH PRIOR TO THE MONTHS MAY,



WORKERS WHO RESIDED IN FLORIDA ONE
UNE, AND JULY



SECTION III

THE SCHOOLS AND THE MIGRATORY CHILD

CHAPTER VIII

SCHOOL ENROLLMENT OF FLORIDA MIGRATORY CHILDREN

One of the major concerns of this project was to determine the number of migratory children who have enrolled in Florida schools as an aid in estimating future enrollment. This in turn was to benefit the planning of educational goals for these children. This particular portion of the report deals mainly with data gathered directly from the schools. From this data it was determined where migratory children were located during a specific period of time and what their patterns of geographic mobility are. The data to be discussed deal largely with the number of enrollees on a statewide basis, and, when apropos, will deal with particular geographic locations.

Gross new and net enrollments will be presented as reported by individual schools from each county with migrants. Gross enrollment refers to all those students in a given school at any given time during a given month. Net enrollment refers to the gross enrollment, minus the given month's withdrawals. New enrollment refers only to new entries in a given month.

Absence, withdrawal, and dropout will also be discussed. Data pertinent to these topic areas was generated by individual schools and by migratory parents.

Techniques. Shortly after the completion of Phase I of this survey, a concerted effort was made by the State Department of

Education to encourage all public schools to keep separate records of their migratory pupils. Because of added work and frequent lack of personnel it was difficult for many of the schools to comply with the request. This fact, in turn, made a great deal of the data collecting for Phase II difficult, but not impossible. A majority of the building principals were cooperative with field interviewers and central staff; however, at times information was not available. In the latter situation, estimates had to be supplied for a given month's data. This may account for slight variances which do not on the surface seem accurate. When these situations occur, they will be specified in some detail.

When information was on migratory children was kept separately, the method employed did not necessarily coincide with the form requirements of the Survey. In many counties, the records were compiled at the end of the year and were therefore unavailable for Survey use. If this occurred at the county office level, it was usually because county office figures are a compilation of figures from the individual schools. In this case an estimate was usually obtained from personnel who were well enough acquainted with the migratory school population in their county that they could accurately do so. This was also sometimes true in those counties that are members of the State Compensatory Program.

Twenty-one Florida county offices currently keep separate records for migratory children. (Thirteen keep monthly records, and eight county offices estimate). Two more reported that they did not

TABLE XCII

LIST OF COUNTIES HAVING AT LEAST ONE SCHOOL KEEPING SEPARATE RECORDS* FOR MIGRATORY STUDENTS

COUNTY	Number of Schools Responding	Number of Schools Keeping Separate Records	Percentage of County Schools Keeping Separate Records
Broward	37	3	8
Collier	8	2	25
DeSoto	7	6	86
Dade	21	18	86
Hardee	4	3	75
Hendry	3	3	100
Highlands	8	3	38
Hillsborough	14	5	36
Lee	16	4	25
Manatee	21	18	86
Martin	2	1	50
Orange	25	13	52
Palm Beach	45	9	20
Polk	37	9	24
Sarasota	11	1	9
Seminole	6	2	33

*All are members of State Compensatory Program keep separate records but were willing to estimate. Eleven more counties sent in occasional reports which were usually compiled by interviewers who would total assigned individual school enrollments. Twenty-six counties reported that they had no migrants or that they had no record of any in their county. A total of 60 counties responded.

Within the counties, there were individual schools which did keep separate records as were requested by the Survey. In table are listed those counties having at least one school that did so. Here it is plainly noted that a relatively few number of schools kept separate records during the 1968-1969 academic year.

It is noted that 16 counties had at least one reporting school. There were a total of 410 schools who responded "Yes," "No" or "Not applicable" to the question, "Do you keep separate records for children of migratory farm workers?" Of those answering the item 100, actually did keep these migratory child records separately. The attendance figures from all other schools were obtained by interviewers' efforts.

I. ENROLLMENT

Reporting periods. Enrollment data was collected from individual schools on the basis of nine monthly reporting periods. The first reporting period is sometimes termed September; the second, October; and so on.

Gross Enrollment. In Table XCIII sharp changes can be noted in monthly gross enrollments of migratory children, grades kindergarten through twelve.

TABLE XCIII

MONTHLY TOTAL GROSS MIGRATORY ENROLLMENTS BY GRADE LEVEL STATEWIDE

GRADE MONTH	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS*
Sept.	529	2182	2116	2213	2041	1863	1673	1319	1021	746	525	365	250	16,938
Oct.	699	2772	2750	2666	2561	2183	2032	1557	1203	870	565	436	315	20,733
Nov.	782	3310	3232	3114	2964	2598	2429	1898	1481	1101	705	482	336	24,617
Dec.	940	3533	3314	3093	3036	2620	2552	1929	1510	1089	712	496	336	26,008
Jan.	1006	3686	3377	3260	3027	2581	2517	2017	1532	1120	719	493	338	27,282
Feb.	1050	3982	3656	3464	3294	2780	2740	2083	1576	1085	690	483	341	27,398
Mar.	1155	3881	3474	3266	3053	2719	2626	2062	1599	1055	661	485	342	26,664
Apr.	1061	3661	3310	3095	3037	2578	2446	1884	1388	899	584	398	282	25,452
May	925	3002	2778	2648	2492	2184	2092	1840	1298	937	642	444	309	23,331
Average No. of pupils per grade	905	3334	3117	2980	2834	2456	2345	1843	1396	989	645	454	317	

*The row totals do not necessarily equal the sum of the figures in each row. In some cases, grade-level information was not available.

During the opening month of school, when crops had not yet ripened for picking, gross enrollments were small. The number of enrollments began an early and sharp incline in the autumn months. For example, within two reporting periods (from the beginning of the school year to the end of October) the increase in enrollments jumped 18.30%. Migratory workers were arriving rapidly, as indicated by the second jump of 15.77%. Within two full months of the opening of school (September through the end of November) the migration from other states or counties had increased the total gross enrollment figure by a significant 31.19%.

December enrollments indicated a leveling off. The amount over the previous month's enrollment was only 5.34%. This small but steady increase continued over the next two months. While the increase was a dramatic 31.19% during the first two months, the upward changes for the following three months resulted in an increase of only 10.15%. The influx of migratory students had decreased considerably.

It was noted that by the end of September 61.82% of the migratory children had arrived; by the end of November 89.85% had arrived and by February the statewide enrollment reached its peak of 27,398. The overall increase from the beginning of September to the end of the sixth reporting period was 38.18%.

March figures revealed the beginning of a decline in gross enrollments of 2.75% from the beginning of March to the end of that month. The decrease continued steadily throughout the remaining portion of the school year. The amount of total loss in gross enrollments

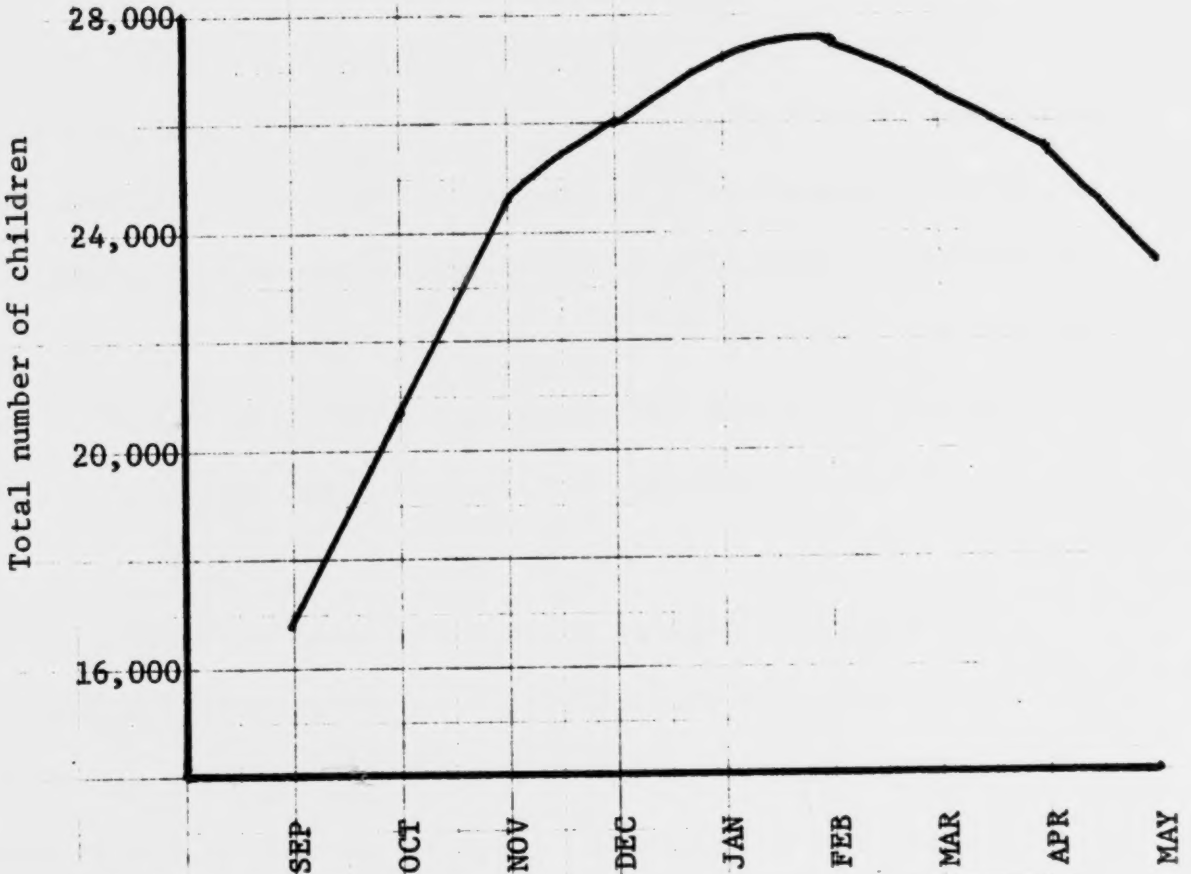


FIGURE 34

STATEWIDE MONTHLY GROSS MIGRATORY ENROLLMENT
GRADES KINDERGARTEN THROUGH TWELVE
1968-69

during March through May was 14.84%. However, this decline did not begin to approach the smaller gross enrollment figures recorded during the opening school months.

It can only be speculated that this apparent reluctance to leave the state may have been due to a combination of variables, including: (a) some migratory families remaining into June because of the late season (see below), and (b) an increasing tendency to remain so that the children might finish the academic year.

In figure 34, the monthly statewide enrollment of all students during the 1967-68 academic year is plotted on a graph similar to the one used to demonstrate the changes in migratory enrollment during the 1968-69 academic year. The statewide membership necessarily included the migratory population in its figures. There were 27.40% more migratory children in school during May than September on a statewide basis; however, in aggregate state membership of all students, there was 1.02% less in May than in September.

The statewide figures peaked in January during the academic year of 1967-68, while migratory figures reached their highest point in February during the academic year of 1968-69. The probable difference here was the occurrence of the late harvest season of 1969. Normally the peak month and the peak harvest season coincide in January (See Chapter III). The peak month in statewide enrollments (1967-68) coincide with the usual peak harvest month of January.

Between September and January there was an increase in statewide enrollment of .94% (about 12,400 children). The incoming

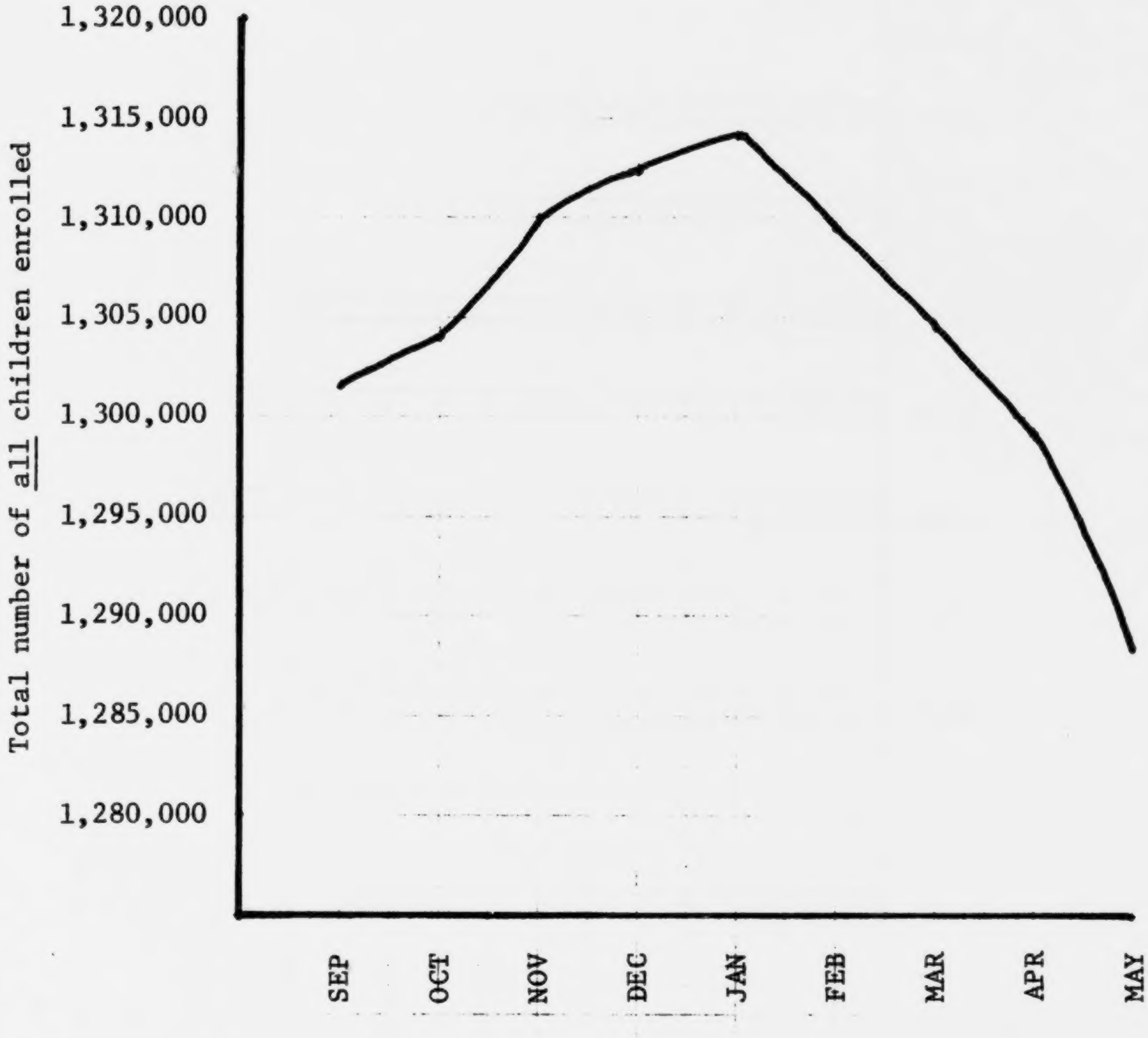


FIGURE 35

MONTHLY STATEWIDE MEMBERSHIP DURING THE ACADEMIC YEAR 1967-68 GRADES KINDERGARTEN THROUGH TWELVE*

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* As reported by the State Department of Education

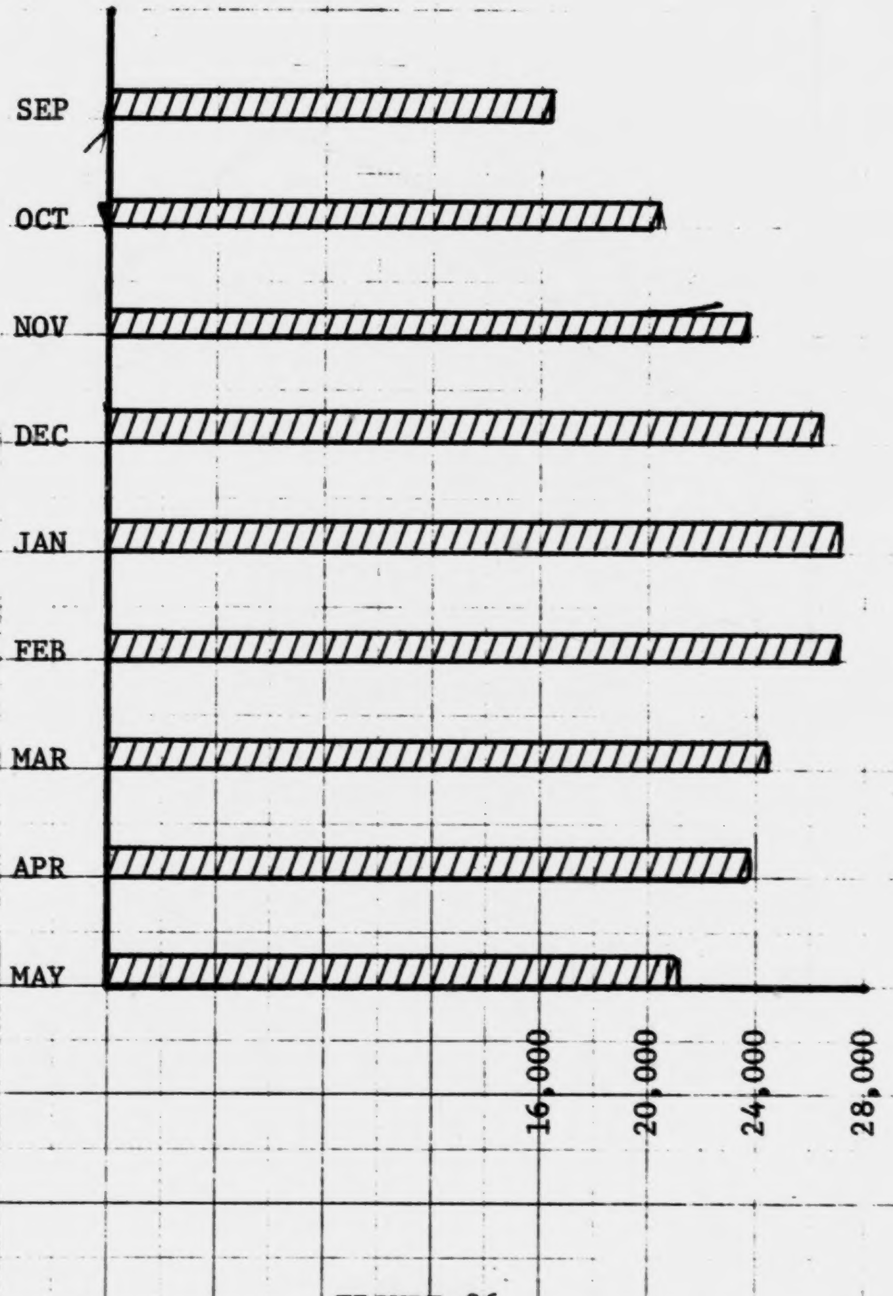


FIGURE 36

MONTHLY NET MIGRATORY ENROLLMENT
GRADES KINDERGARTEN THROUGH TWELVE

TABLE XCIV

PEAK MONTH (FEBRUARY) ENROLLMENTS AS REPORTED BY INDIVIDUAL SCHOOLS BY COUNTY (MIGRATORY CHILD ENROLLMENTS ONLY)

COUNTIES	ENROLLMENT
Alachua	18
Baker	0
Bay	1
Bradford	4
Brevard	282
Broward	3507
Calhoun	0
Charlotte	0
Citrus	0
Clay	0
Collier	3600
Columbia	21
Dade	1219
DeSoto	0
Dixie	0
Duval	0
Escambia	0
Flagler	0
Franklin	59
Gadsen	18

TABLE XCIV (Continued)

COUNTIES	ENROLLMENTS
Gilchrist	0
Glades	0
Gulf	0
Hamilton	0
Hardee	821
Hendry	425
Hernando	16
Highlands	817
Hillsborough	905
Holmes	0
Indian River	70
Jackson	0
Jefferson	0
Lafayette	0
Lake	990
Lee	435
Leon	0
Levy	0
Liberty	0
Madison	0
Manatee	607
Marion	56
Martin	193

TABLE XCIV (Concluded)

COUNTIES	ENROLLMENTS
Monroe	0
Nassau	0
Oakaloosa	0
Okeechobee	0
Orange	1497
Osceola	80
Palm Beach	4224
Pasco	546
Pinellas	91
Polk	4668
Putnam	230
St. Johns	243
St. Lucie	541
Santa Rosa	0
Sarasota	122
Seminole	464
Sumter	0
Suwanee	0
Taylor	0
Union	0
Volusia	24
Wakulla	0
Walton	0
Washington	0

migration from September to February in 1969 accounted for 10,460, or 84.29%, of the statewide increase. The figures used in calculation were based on different, though consecutive, years.

Net enrollments. In figure 36 , net enrollments (children departed during each subtracted from gross enrollment that month) revealed essentially the same patterns as did the gross enrollments (see figure 35). There was a sharp, steady incline through November with a leveling off through February. The total net enrollment increase during the first six reporting periods was 36.25%.

Between February and the end of the school year 4,897, or 19.15% of the enrolled migratory students had left school. Increase in the percentage of persons leaving could be accounted for by the definition of net enrollments. The term net enrollment includes withdrawals for the previous month whereas the gross enrollment does not.

New enrollments. In figure 37 below, the steady decline of new enrollments may be noted. September, being the month of initial enrollment, reported 16,693 pupils in kindergarten through the twelfth grade. It appeared that migratory families were moving into Florida steadily through November, with reports of 4,358 and 4,487 new enrollments in October and November respectively. In December there was a decrease in total new enrollments, and new entries dropped from 4,487 to 3,101. January brought a further decline to 2,900 total new enrollments.

By February, according to new enrollment figures (as compared to gross enrollment figures), 88.99% of the migratory students had arrived. The difference between the total percentage increases based on two different figures was only .65%, less than one percent.

The remaining 11.01% of the total new entries arrived in March April or May. A total of 4,165 arrived and enrolled after February, according to the reports from the field staff. This late enrollment behavior could perhaps be partly accounted for by re-entries. Migratory families may move out of their location late in the academic year and settle for one to three months elsewhere in the state.

In table XCV, are noted new enrollments of migratory children in nine counties with the highest concentration of migratory pupils. In these selected counties 78.48% of the total new entries were located. These figures were received from interviews with individual schools and summed within each county. Tables reporting county by county gross, net, and new enrollments may be found in appendix S.

Polk County revealed the largest year's total of new entries with 6446, or 17.04% of the total. Collier County ranked second with 6009 or 15.88%; Palm Beach was the third largest with a total of 5377, or 14.21%. These three counties alone accounted for almost one-half, or 47.14%, of the statewide total of new entries for migratory students.

In Polk substantial enrollments persisted through February. This would largely be due to the nature of their main crop, citrus. Collier County actually peaked twice during the year with large enrollments through December and again in March and April. This

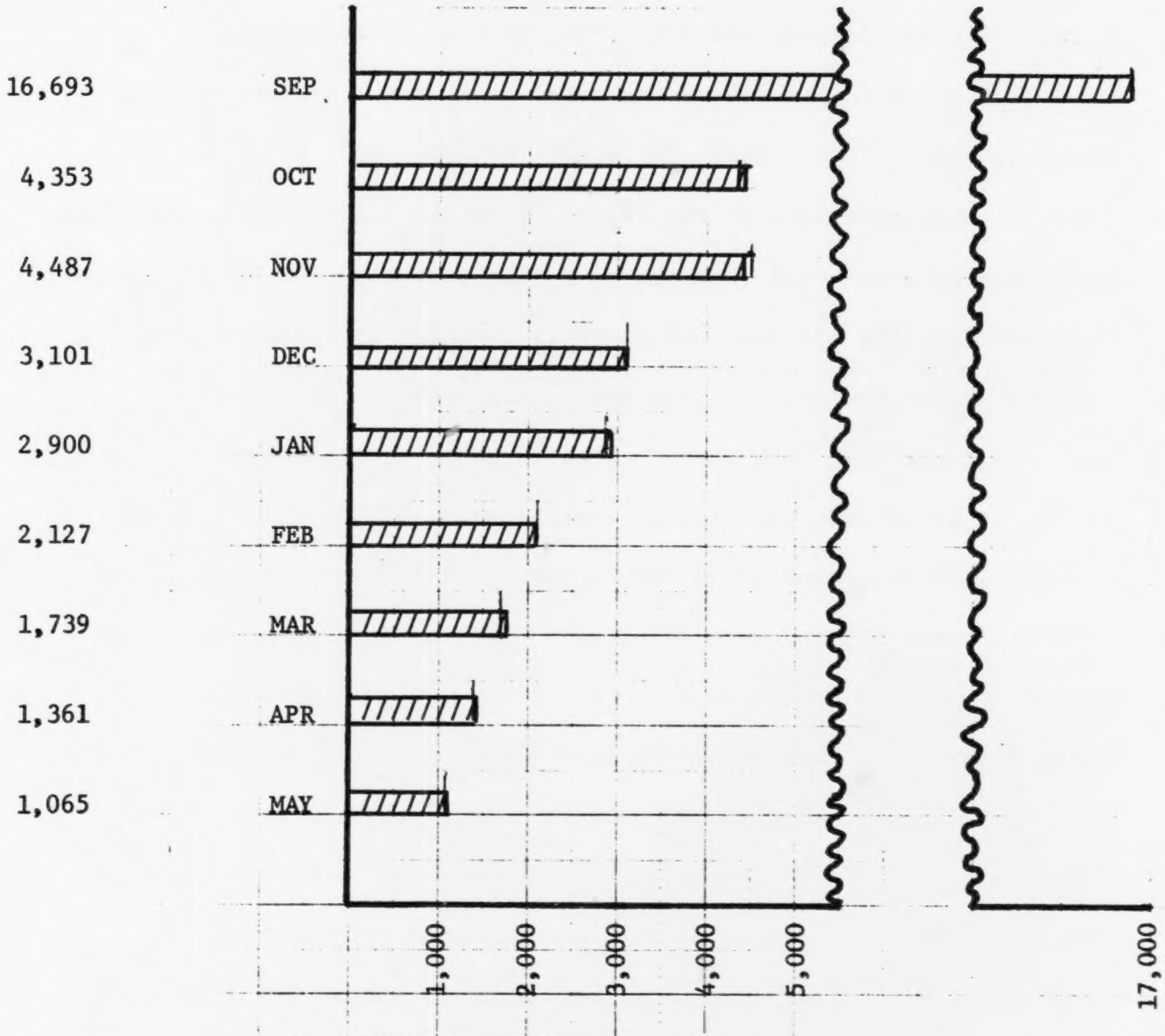


FIGURE 37

MONTHLY MIGRATORY NEW ENROLLMENTS
GRADES KINDERGARTEN THROUGH TWELVE

behavior was due in large part to the fact that crops grown there have different harvest seasons. A large portion of the migration into Collier County came from Dade County as was indicated by Dade's substantial decrease and Collier's increase during the month of March. Palm Beach is largely a vegetable county but its crops did not necessitate a second season.

Peak gross enrollments. It was noted that many counties with a high migratory population did peak according to crop density. (See table III, Chapter III). There was a phenomenon, however, which could be school related. The peaking during late months in Hardee, Highlands, and Orange counties would appear to account for the fact that some of the migratory families in those counties remained long enough to allow their children to finish school. It was further noted that the difference between the peak enrollment month and the peak crop prediction month in some counties was not significant. For example, in Broward the peak enrollment came in December with 3487 students. In April the gross enrollment had only dropped to 3071, and in May to 2843.

In Lake County, the peak enrollment was 1009 in February. By April it had only dropped 101 pupils to 908 gross, and in May to 752. In Palm Beach County, with a 4224 peak in January, the gross enrollment had dropped to 3861, only 363 in three months. By May the total was 3610.

These examples illustrate the fact that the migratory family in many cases remains after the season is completed in order to permit its children to finish the school year.

TABLE XCV

NEW ENROLLMENTS BY MONTH IN NINE COUNTIES WITH THE HIGHEST CONCENTRATION OF MIGRATORY PUPILS (MIGRATORY CHILD ENROLLMENTS ONLY)

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr	May	Totals	% of State Total
Polk	2401	515	923	781	743	417	257	257	152	6446	17.04
Collier	2801	760	546	458	227	213	481	301	222	6009	15.88
Palm Beach	2247	739	908	351	362	276	263	187	44	5377	14.21
Broward	3285	124	58	52	18	108	62	5	431	4143	10.95
Dade	328	290	281	281	288	514	154	176	0	2321	6.14
Orange	715	305	440	90	103	69	38	55	4	1819	4.81
Hillsborough	510	108	104	99	130	86	46	97	121	1301	3.44
Lake	653	133	154	86	81	99	30	14	7	1257	3.32
Highlands	602	161	86	47	54	36	17	15	1	1019	2.69
TOTAL	13,542	3,135	3.509	2.245	2.006	1.818	1.348	1,107	982	29,692	78.48

n=37,831

II. ATTENDANCE, WITHDRAWALS AND DROPOUT RATES.

Attendance. A comparison of the absence ratios of migratory and total school population is found in table XCVI. A total of 20 counties were examined. These were the counties participating in the State Compensatory Program. Two of these counties did not provide absence figures for migratory children. Three more provided only partial information.

The ratios were derived from reported figures from the individual schools. Absences were reported both for migratory children separately, and for the total population (migratory, plus resident pupils). Enrollment figures were also obtained for these two groups. For example, the total number of days enrolled migratory pupils were absent during September was calculated against the net enrollment of migratory pupils in September, and a number based on the number of reporting schools was derived.

The data revealed that the absence ratios of migratory pupils and those of the total population were not significantly different, assuming that the data provided by the schools were accurate. In fact, the data demonstrated that migratory children were absent .015% less than the total population (See table XCVI). This would suggest that if the child enrolls in school he would very likely attend with regularity. The absence problems, then, center about these three areas: (1) the migratory child does not enroll immediately upon arrival at a work location, (2) some absences for work indicate withdrawals from school, and (3) many withdrawals are made before the

TABLE XCVI

STATEWIDE ABSENCE RATE (DAYS PER MONTH)

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Grand Total
Migratory Children	.711	.843	.935	1.247	1.403	2.207	1.510	1.448	1.006	1.322
Total Population	.668	.922	1.164	1.495	1.533	1.566	1.695	1.712	1.379	1.337

TABLE XCVII

COMPARISON OF GRAND ABSENCE RATIOS OF MIGRATORY AND RESIDENT CHILDREN TOTAL SCHOOL POPULATION (DAYS ABSENT PER MONTH)

	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		Mar.		Apr.		May	
COUNTY	Mig.	Tot.	Mig.	Tot.	Mig.	Tot.	Mig.	Tot.	Mig.	Tot.	Mig.	Tot.	Mig.	Tot.	Mig	Tot.	Mig.	Tot.
Broward	0.92	0.88	1.31	1.23	1.21	2.10	1.59	1.61	1.57	1.63	1.64	2.15	1.84	2.02	2.06	1.88	0.65	1.25
Collier	0.01	0.58	.04	.93	.05	1.21	0.17	0.87	*									
Dade	1.37	0.73	1.07	1.27	1.39	1.44	1.87	1.72	1.61	1.17	1.46	1.46	1.67	1.46	6.44	1.46		
DeSoto																		
Hardee	0.73	0.51	1.01	.99	1.07	1.09	1.63	1.46	2.31	1.68	2.33	2.20	2.78	1.68	2.06	1.47	1.75	1.36
Hendry	0.90	0.58	1.56	1.33	2.17	2.01	2.28	2.06	2.12	1.35	1.97	4.28	2.92	2.26	2.32	2.70	1.87	3.29
Highlands	0.54	0.51	0.70	0.80	0.75	0.87	1.29	1.11	1.63	1.44	1.53	1.53	1.32	1.21	1.31	1.15	0.57	1.17
Hillsborough	0.80	0.77	1.08	1.02	1.59	1.34	1.88	1.77	2.34	2.36	2.80	1.96	2.59	1.75	2.20	1.46	1.97	1.36
Lake	0.55	0.63	0.86	0.77	0.99	0.94	1.48	1.15	1.57	1.21	1.59	1.27	1.48	1.37	1.33	1.13	1.37	1.19
Lee	1.92	0.60	2.35	0.92	2.59	1.02	2.86	1.62	2.97	1.47	2.02	.49	2.15	1.53	1.52	1.26	1.58	1.28
Manatee	0.73	0.02	0.66	0.02	0.79	0.03	1.40	0.06	1.38	0.12	1.75	0.12	1.70	0.11	1.33	0.08	0.83	0.08
Martin	1.13	1.96	1.71	1.91	2.14	2.21	1.85	2.01	2.09	2.10	2.24	2.36	2.59	4.26	5.16	2.38		
Okeechobee																		
Orange	0.90	1.05	0.85	0.99	1.00	1.12	1.40	1.67	2.04	1.47	2.32	1.74	2.51	1.75	2.49	2.84	2.26	2.64
Palm Beach	0.77	0.74	0.88	1.05	1.19	1.27	1.25	1.89	1.24	2.01	0.91	2.09	1.19	2.19	1.01	1.54	0.73	1.91
Polk	0.65	0.56	0.74	0.81	0.76	0.85	1.34	1.38	1.73	1.37	1.83	1.42	1.83	1.22	1.46	1.12	1.55	1.07
St. Johns													.42	5.08	.42	5.71	0.46	4.66
St. Lucie									1.05	.96	.45	.19	.31	.13	.33	.13		
Sarasota	0.65	0.92	0.16	1.07	1.50	1.31	1.88	1.64	1.55	1.47	1.33	1.54	1.71	1.90	2.76	2.35		
Seminole	2.41	0.62	1.96	0.83	1.50	0.95	1.51	1.12	1.49	1.24	1.50	1.34	1.51	1.44	1.52	1.46	1.52	

*Blank space means no report.

Mig.=Migrant Children
Tot.=Migrant and Resident Children

family embarks upon travel.

The highest absence ratio for migratory pupils was noted in February. This would correlate significantly with crop density. In figure 38 the relationship between crop density and absentee rate is readily apparent. The absence ratio started at a low .711 days per month in September when crops were also at a low ebb.

Crop density climbed more rapidly than absence ratios during the first two months of the academic year. The absence ratio increased sharply during December and January, reaching its peak the same month as the harvest season. February indicated such a marked upward surge in absences that little doubt exists that children are taken out of school to work, especially during the peak of the season.

Another implication shown in figure 38 was the absence behavior of those children whose families did remain in the state. It has already been cited that one reason for the family's remaining after the season had been completed was to permit its children to finish the academic year in the school in which they were currently enrolled. It could also be assumed that those families which did remain in Florida long after the crops had been picked would make certain their children were in attendance. The absence ratio went down rapidly to a low of 1.006 days during May. In other words, their overall behavior returned to that of September. This might also imply that those migratory workers who arrived here in September for the specific motive of enrolling their children in school in September would also see that

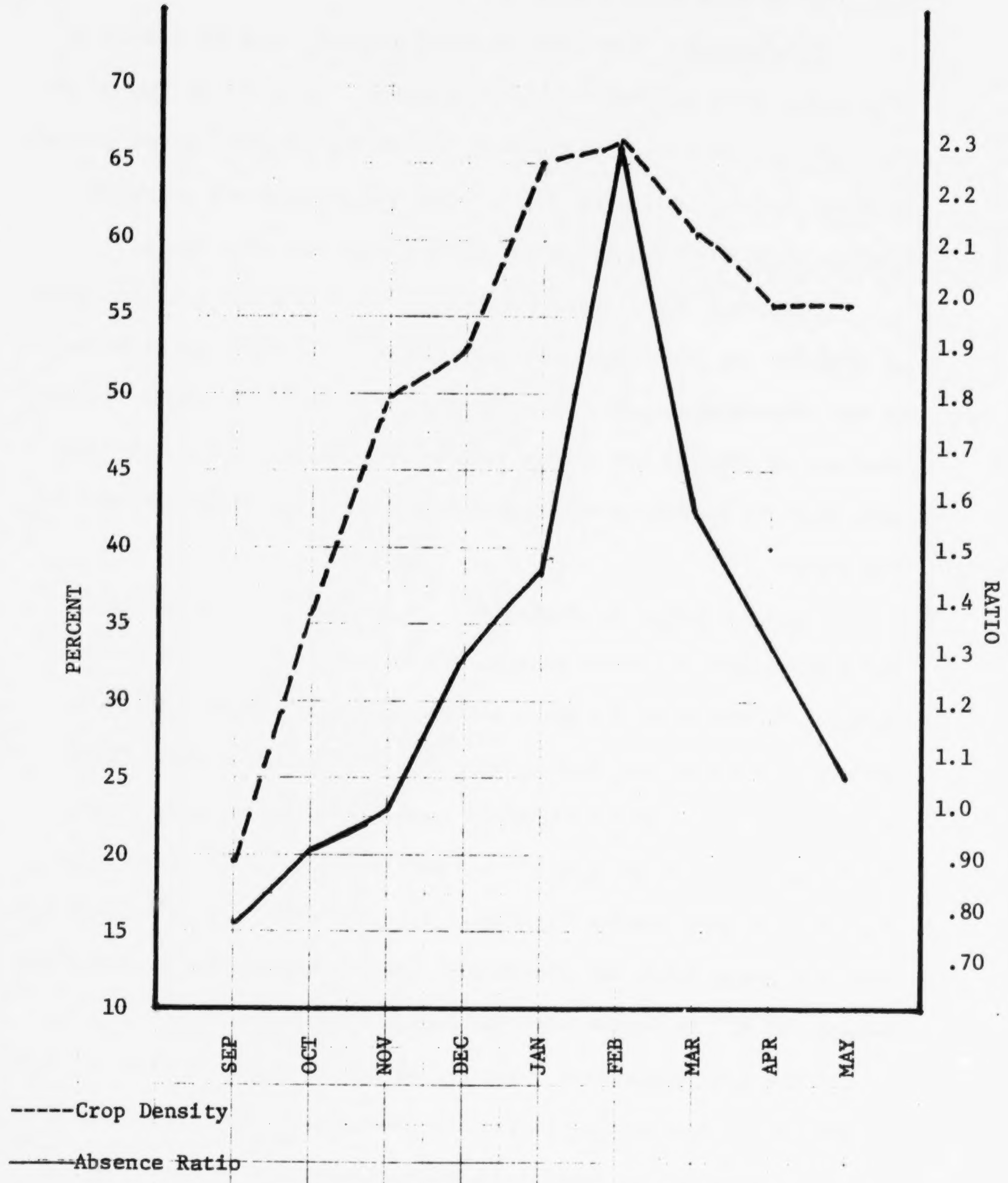


FIGURE 38

COMPARISON OF CROP DENSITY AND
ABSENCE RATIO OF MIGRATORY CHILDREN

they were in attendance regularly.

Withdrawals. There was reported a steady rise in numbers of withdrawals from September through December. As noted in figure 39 this behavior is precisely opposite to the new entries' graph pattern as shown earlier by figure 37. When new entries are at their highest peak, withdrawals are at their lowest and vice versa.

Migratory withdrawals totaled 13,331 during the academic year of 1968-69. By the end of February 6,379, or 47.98%, had withdrawn. As was discussed earlier, attendance of those children whose families remained in Florida was fairly regular; however, it can be readily seen that the number of withdrawals was very large after the peak of the season.

Rate of loss. In **figure** 40 a general trend in migratory child enrollment is demonstrated. By questioning a sample of the parents of migratory children, the percentage of total population enrolled in school was determined for three age intervals. There were 58.37% reportedly enrolled in elementary school (ages 5-11), 24.74% in junior high (ages 12-14) and 16.89% in senior high (ages 15-17). By interviewing individual schools the mean gross enrollment for each grade level was determined. There were 76.35% in elementary school, 17.80% in junior high and 5.85% in senior high.

The school-supplied figures, therefore, report a drop of 58.55% between the elementary level and the junior high level enrollment figures. Another decrease of 11.95% was indicated between the junior high and senior high levels.

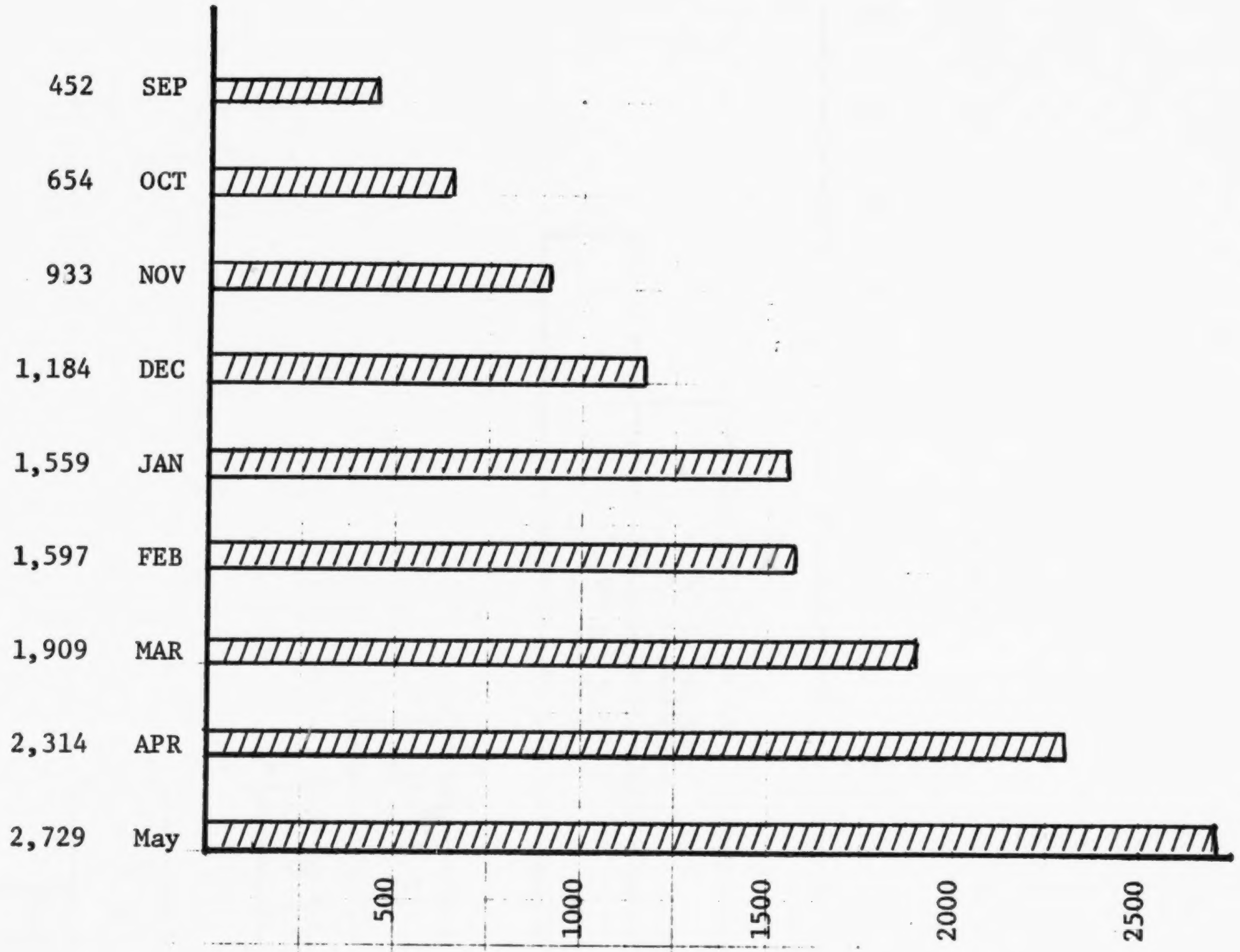


FIGURE 39

MONTHLY MIGRATORY WITHDRAWALS
GRADES KINDERGARTEN THROUGH TWELVE

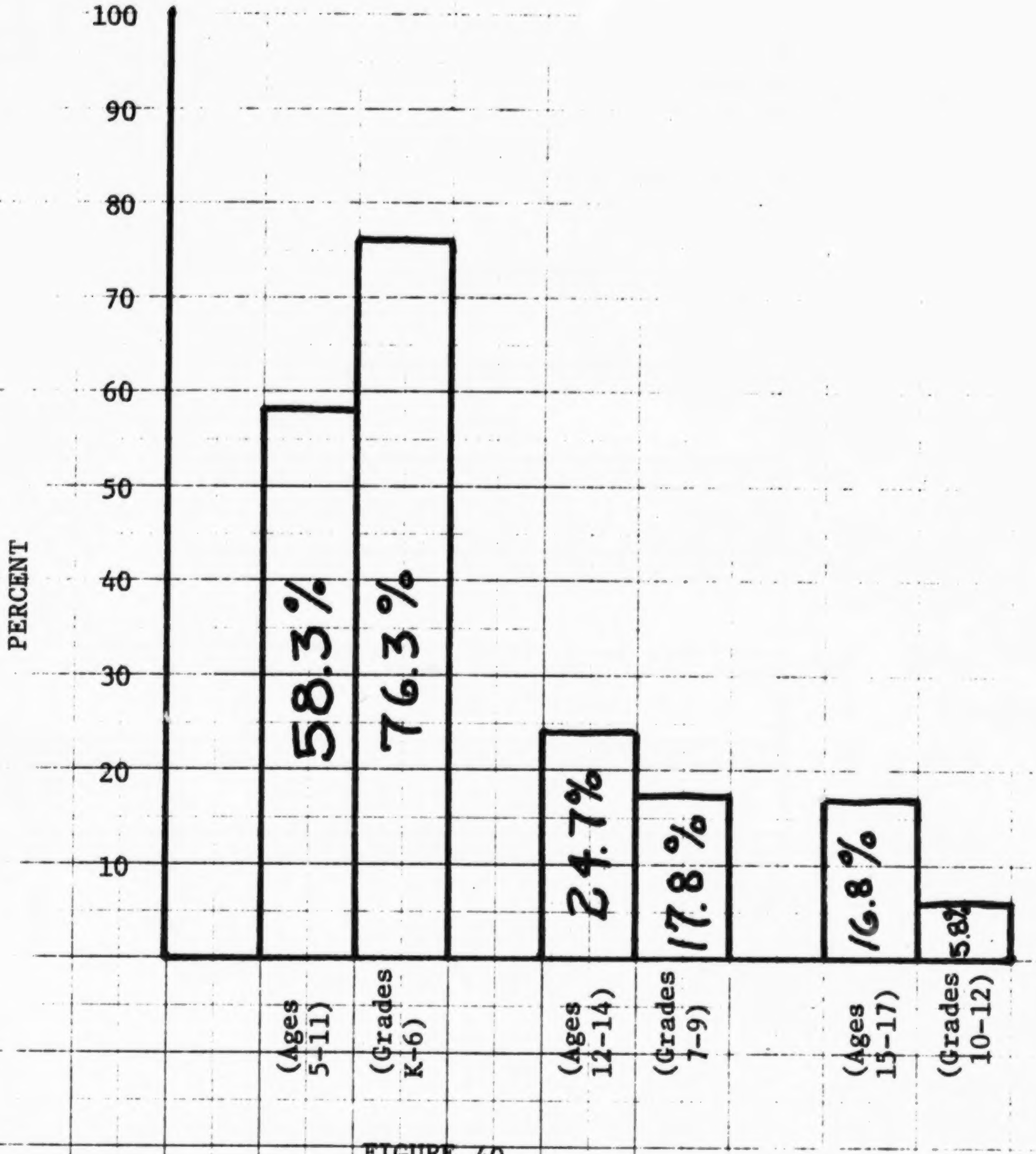


FIGURE 40

A COMPARISON OF PERCENTAGES OF MIGRATORY PUPILS WITHIN COMPARABLE AGE INTERVALS AND GRADE LEVELS. (REPORTED BY MIGRATORY PARENTS AND REPORTED BY SCHOOLS)

It can be seen that more than three-quarters of the total population of migratory children enrolled in school was reported to be in the kindergarten through sixth grade levels; about one-fifth was shown to be in junior high school grades (7 through 9) and approximately one-twentieth was reported at the senior high level. (See figure 40).

Data based on interviews with individual schools are probably more indicative of true proportions of children within age intervals. This would seem to indicate that the majority of the dropouts occur after the sixth grade. As was indicated in an earlier section chapter, two trying periods in the school life of the migratory child can be identified with a fair degree of accuracy: the time immediately following grade school, and again after the junior high level.

Mean gross migratory enrollment by grade level. In figure 40 it appeared that there were particular grade levels in which marked changes occurred in terms of migratory child enrollment. (The overall statewide picture revealed that kindergarten pupil enrollment was comparatively low. This might possibly be due to the small number of public pre-school facilities available. The sharp jump indicated in the first grade enrollment would further illustrate this (See figure 41).

Referring again to the migratory child enrollment figures, the largest enrollment was reported in the first grade. It did not appear to be significantly larger than second, third and fourth grade mean gross enrollments; however, these latter three grades did

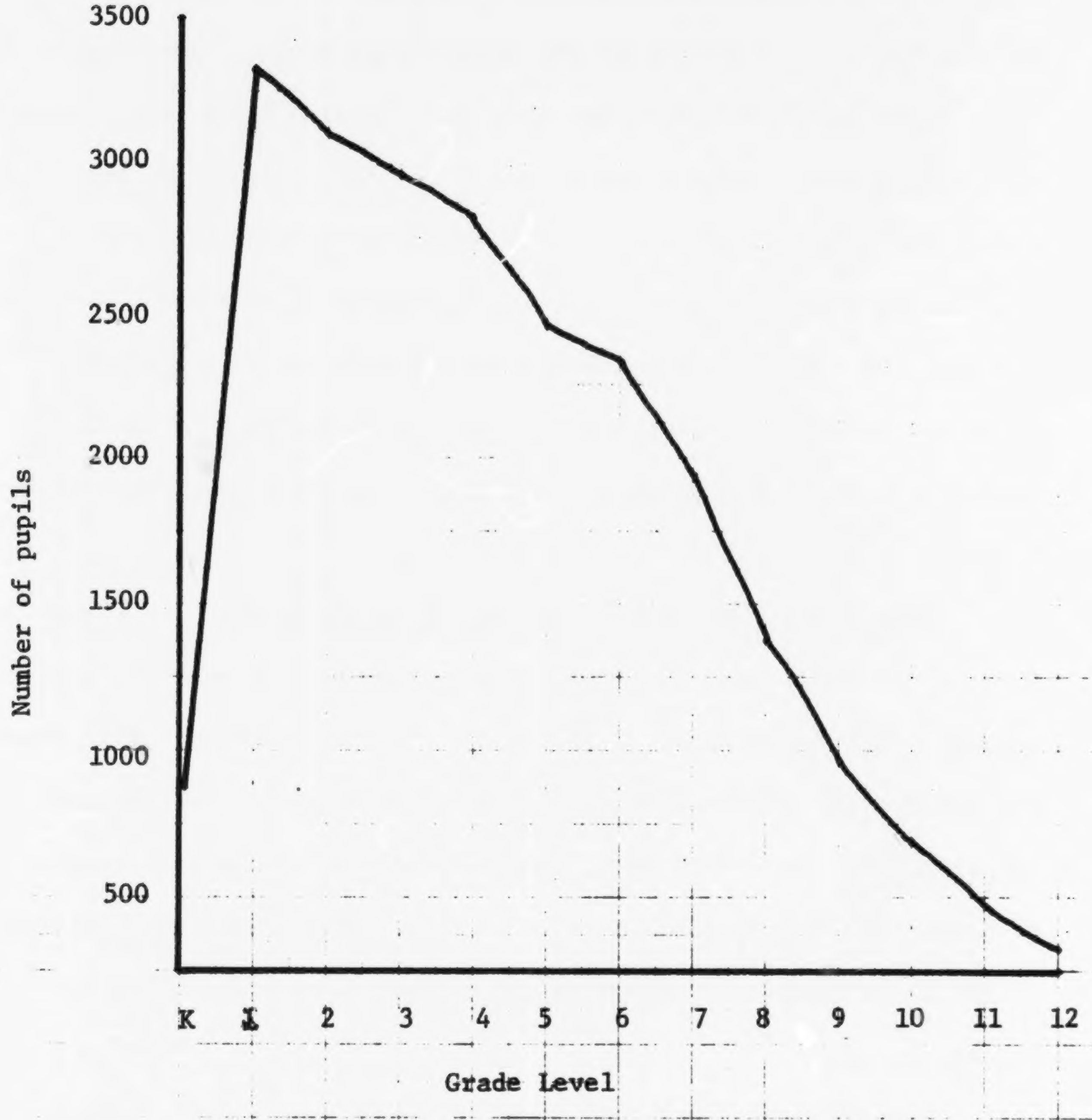


FIGURE 41

AVERAGE ENROLLMENT OF MIGRATORY
PUPILS BY GRADE LEVEL

reflect a steady downward trend of about 18%.

Not until after the fourth grade was there a sharp decline in enrollment. At this point there was a 14% decrease between just two grades--fourth and fifth--for an overall decrease from first grade enrollment of almost 30%. It was difficult to speculate in regard to all the possible variables that may have contributed to this loss in enrollment. One possible factor might include parents' contention that ten and eleven year-old children are sufficiently mature to assist in the fields. Children who were withdrawn to work were usually withdrawn at age twelve.

There was a slight decline in enrollment between the fifth and sixth grades (4%). This would appear to presume that, generally speaking, those who were not removed from school to work at age ten were allowed to remain and finish elementary school.

After completing elementary school and at the time of entering junior high school, there was another sharp decrease (13%). This corresponded with data received from parents mentioned above; that at the mean age of twelve, children are often removed from school to become an economic asset to the family.

Reported mean gross in eighth grade enrollment represented a decrease of 39% from the sixth grade. It would seem to indicate that even if a child succeeded in the seventh grade he would not necessarily tend to remain in junior high school.

If the ninth grade is considered to be the end of junior high school, then the total decrease in enrollment from first to ninth

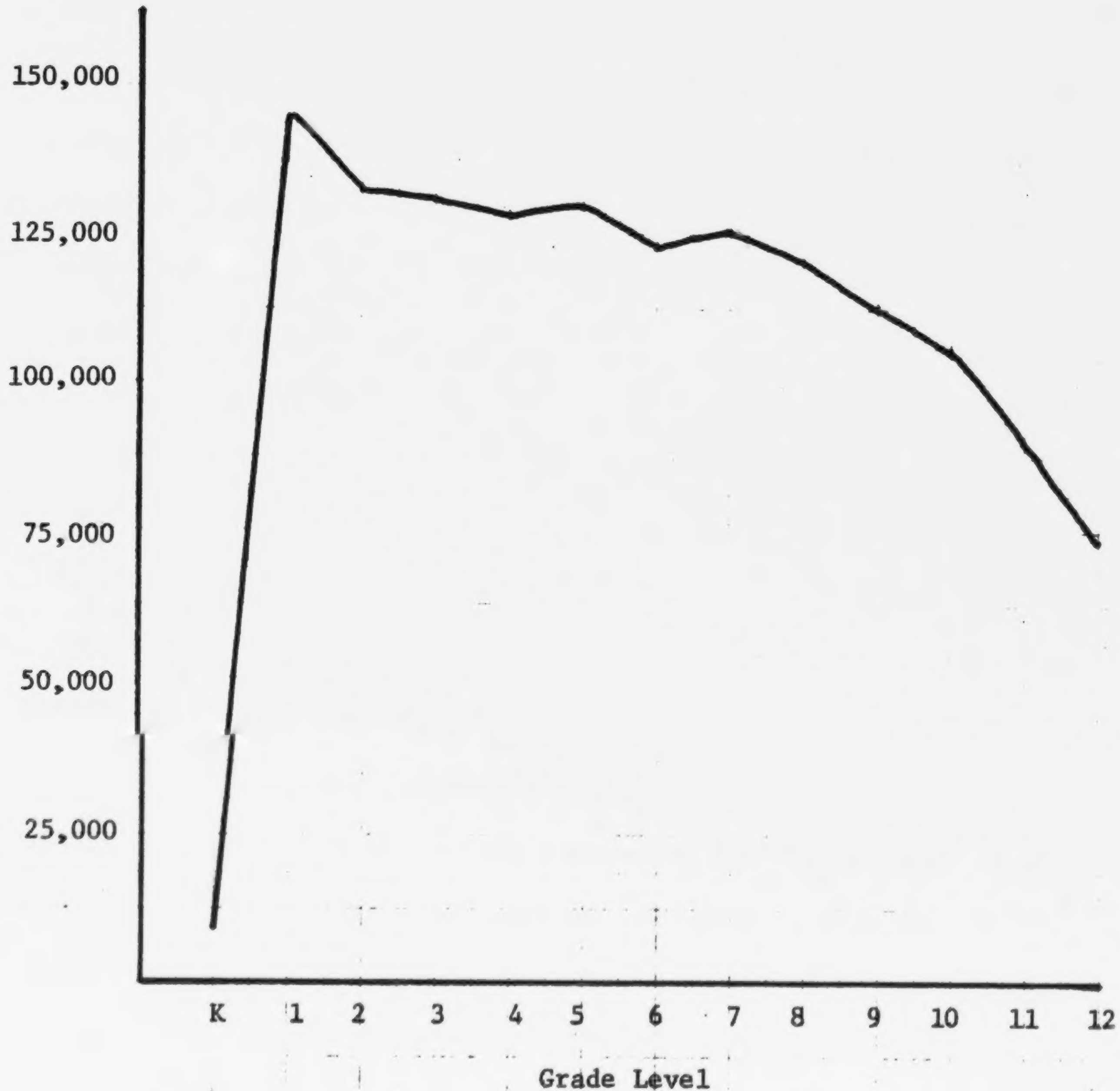


FIGURE 42

STATEWIDE ENROLLMENT (RESIDENT AND MIGRATORY) BY GRADE LEVEL DURING THE ACADEMIC YEAR 1967-68

*As reported by State Department of Education grades was 72.49%. In other words, of those children who entered junior high school, only 27.51% made it through that grade interval. It would appear to be a crucial period in the life of the migratory child. Those students who did continue on to the tenth grade had much the same decision to make as the seventh graders. Meeting success and encouragement in the first years of high school, they would appear to be more inclined to remain in school. However, the results of the survey indicate that 80.65% of the migratory children did not even enter high school.

Comparison of statewide and migratory monthly enrollment. The statewide monthly enrollment (resident plus migratory) for the academic year of 1967-68 is plotted on a graph in figure 42. A comparison may be made between that graph and figure 34 which shows monthly migratory gross enrollment.

There was an apparent higher percentage of kindergarten pupils found in the migratory school population than in total school population. An explanation is that during the summer of 1968 the Florida Legislature set aside funds for more kindergartens, which meant that in sheer number there were more kindergartens available during the gathering of data for this Project than there were during the 1967-68 academic year. Further, a number of Head Start programs have been developed for migratory children.

The statewide totals show a decrease in enrollment comparable to the migratory rate during the first few years of elementary school. This would indicate that a very large percentage of migratory families kept their children in school during the primary years with as much regularity and concern as might be expected of the general population.

However, during the intermediate years, before entering junior high, only 12.46% had dropped out statewide, whereas 44.73% of the migratory children had quit school. During the junior high years there was a further steady statewide decline of 13.22% This was very different from migratory patterns as grades seven through nine proved to be one of the periods of very sharp decline for them (35.93%).

The sharpest decrease in statewide enrollments came after the tenth grade when an additional 23.20% dropped out before being graduated. This behavior was certainly different from the migratory children as they tended to remain in school if they completed the tenth grade.

The overall statewide decrease in enrollment from first to twelth grades was 48.88%. Migratory enrollment decrease was 90.50% in 1968-69--a difference of 41.62%. There was a notable difference in the two patterns of enrollment, especially after the sixth grade. There appears to be a definite dropout problem for migratory children after the fourth grade.

Conclusions. It might be safely presumed that 42% more migratory children than other children drop out of school. It is frequently economically necessary to pull children out of school to work in the fields. However, it would appear even more to be a pattern of behavior which is learned from the daily living situation. More and more children are discouraged and dropout. It would seem that if parents withdrew children mainly to assist the family financially, there would be a much more sharply defined dropout rate at one particular grade level. The dropout behavior very likely is due to a lack of motivational outside influences combined with economic necessity. Whatever the cause, one of the clearest findings of this study is the sharp variation between the increased rate of continuation through school by youngsters who are permanent residents of an area and the current 90% decrease in enrollment of migratory children during the school years.

Nonenrollment of school-age migratory children. In order to determine the proportion of nonenrollment among migratory pupils, parents were asked if any of their children 17 years of age or younger were not enrolled in school. Only 813 individuals indicated that one or more of their children were not enrolled. This represents 9.0% of the total number of adults interviewed, and 14.0% of those with children less than 18 years old.

The total number of school-age children represented by these responses was 1,483. Since 16,878 children (ages 5-17 inclusive) were accounted for by this sample, the proportion of nonenrollment is approximately 9%. It is also interesting to note that approximately 26% of the total nonenrollment occurred among children of elementary age. More predictably, 25% occurred among children in the junior high category, and 49% at the senior high level.

Table XCVII shows an estimation of the number of migratory pupils that should be enrolled in Florida schools. This estimate is calculated by inflating the reported enrollment by the percentage of nonenrollment as determined by this survey. The estimated total school enrollment is approximately 41,000 as opposed to 37,831 as reported by individual schools. Recall that census estimation procedures resulted in an estimate of 41,300 migratory children (ages 5-17) in the state of Florida during the harvest season (Chapter VII). Therefore, estimates based on two independent sets of data yield an estimated figure of approximately 41,000.

The close agreement of these results supports the accuracy of both estimates, and suggests that the proportional nonenrollment of migratory pupils as determined by the survey is fairly representative of the true situation.

There are a number of variables which might influence the accuracy of these estimates, e.g., the larger average size of migratory families, the reluctance of adult migrant workers to report the nonenrollment of their children, as well as possible inaccuracies in the total school enrollment as reported by individual schools. However, these factors tend to be self-cancelling. The larger size of migratory families tends to depress the estimate as determined by census estimation procedures. The reluctance of adult migrants to admit that their children are not enrolled in school tends to depress the estimate based on the responses obtained from personal interviews. Inaccuracies in reported school enrollment tend to inflate the estimate based on total school enrollment. The net result, then, tends to be self-cancelling errors that probably result in a fairly reliable estimate of the number of children that ought to be enrolled in schools throughout the state of Florida.

The relationship of ethnic group to nonenrollment of children. Table XCVII is a contingency table showing the frequencies and percentages of children in each of the three major ethnic groups that were reported by their parents as not enrolled in school. The frequencies are reported by age categories. A chi-square analysis of the data indicated that there is a significant relationship between ethnic group membership and reported nonenrollment. (X^2=18.4; df=4; P .005).

The largest proportional non-enrollment of children in the age category of 7-11 years, inclusive, is evidenced by the mainland American Negro ethnic group. The lowest proportional nonenrollment in this age category is evidenced by the Spanish-American ethnic group. For the age category of 12-15 years, inclusive, this relationship is reversed. At the junior high levels the greatest proportional nonenrollment is evidenced by Spanish-American children; the least proportional nonenrollment is evidenced by negro children. In both age categories, mainland American whites are intermediate, and evidence the least difference for the two age categories.

Notice that for all three groups, approximately 50% of the total reported nonenrollment is accounted for by children who are past the compulsory attendance age limit. By the age of 16, the proportional nonenrollment is approximately equal.

Mainland American Negroes tend to drop out of school at an

TABLE XCVII

ESTIMATION OF THE NUMBER OF MIGRATORY CHILDREN THAT SHOULD BE ENROLLED IN FLORIDA SCHOOLS

Nonenrollment as Reported by Adult Migrant Workers				Estimated Total School Enrollment	
No. of Adult Migrants who reported nonenrollment of children	813	Total no. of children reported nonenrolled	1483	Total no. different migratory children enrolled in school	37,831
Total no. Adult Migrants Interviewed	9073	Total no. of school-aged children accounted for by survey	16,878	Estimated number of children not enrolled in school (.088 X 37,831)	3329.13
Percent with children nonenrolled	9.0	Percentage of children nonenrolled	8.8	Estimated number of children that should be enrolled in school	41,160.13

earlier age--approximately 34% of the total nonenrollment of Negro children occurred among children of elementary school age. Spanish-American children are more likely to remain in school during the elementary school years, but the nonenrollment rate increases markedly at the junior high level. This coincides with the age at which children can obtain working papers in the state of Florida (12 years) and be legally employed for a salary.

Table XCIX is a chi square contingency table. It shows the observed frequencies and percentages of migratory children within ethnic groups who are reported by their parents as not enrolled in school. It also shows the expected frequencies and percentages of nonenrolled children, based on the ethnic group distribution of adult migrant workers interviewed in this survey.

The hypothesis tested was that ethnic group membership and the nonenrollment of school-age children are independent. If this hypothesis were true, then the percentage of nonenrolled children reported in each ethnic group would very closely approximate the percentage of adult migrant workers within the same ethnic group. The number and percentage of adults in each ethnic group that were accounted for by this survey are shown at the bottom of table .
These percentages were used to calculate the expected number of nonenrolled school-aged children.

The relationship between ethnic group membership and nonenrollment of school aged children is significant at the .001 level (X^2=175.13, df=2). Notice that the observed number of Negro children reported as

TABLE XCIX

THE RELATIONSHIP OF ETHNIC GROUP TO THE AGE LEVEL OF MIGRATORY CHILDREN REPORTED BY THEIR PARENTS AS NOT ENROLLED IN SCHOOL

Ethnic Group		Number of Children not Enrolled in School By Age Category			
		(7-11)	(12-15)	(16-17)	Row Total
Mainland American Negro	N	73	34	108	215
	%	(33.95)	(15.81)	(50.23)	435
Mainland American White	N	19	16	35	70
	%	(27.14)	(22.86)	(50.00)	84.15
Spanish or Spanish-American	N	105	137	236	478
	%	(21.97)	(28.66)	(49.37)	243.5
Column Total	N	197	187	379	763
	%	(25.82)	(24.51)	(49.67)	

X^2=18.40; df=4; $P < .005$

nonenrolled is much smaller than the expected value. Based on ethnic groups representation among adult migrants, the expected number of nonenrolled Negro children is 219, but the actual number reported is only 107. Notice also that the observed number of nonenrolled children in the Spanish-American ethnic group is much larger than the expected value. Again, members of the mainland American white ethnic groups are intermediate, and the observed number of nonenrolled children is in close agreement with the expected number. Notice also that the calculated percentage of nonenrollment among white children is in close agreement with the predicted percentage based on ethnic group representation among adults interviewed.

In combination, the results shown in tables XCIX and C indicate differences in enrollment patterns between the ethnic groups that should be considered in planning educational compensatory programs.

It appears that Negro children tend to drop out at an earlier age, but that more of them tend to remain in school until the age of legal withdrawal than Spanish-American children. On the other hand, Spanish-American children are more likely to remain in school through the elementary years, but are more likely than Negro children to drop out of school before the age of legal withdrawal.

In Chapter IV the relationship between ethnic group and the educational level of adult migrant workers was discussed. In all ethnic groups females tended to complete more grades in school than did males. North American Negroes, both male and female, tended to complete more grades in school than did members of either North

TABLE C

A CHI-SQUARE CONTINGENCY RELATIONSHIP OF ETHNIC GROUP TO NONENROLLMENT OF MIGRATORY CHILDREN OF LEGAL SCHOOL AGE

		Total Reported Nonenrollment, Ages 7-15			
		Mainland American Negro	Mainland American White	Spanish or Spanish-American	Total
Observed	N	107	35	242	384
	%	(27.86)	(9.11)	(63.02)	
Expected	N	219.11	42.36	122.53	384
	%	(57.06)*	(11.03)**	(31.91)***	

$X^2 = 175.13$ (P .001) df = 2; or = 384

Number and percentage of adult migrant workers from each ethnic group accounted for by this survey:

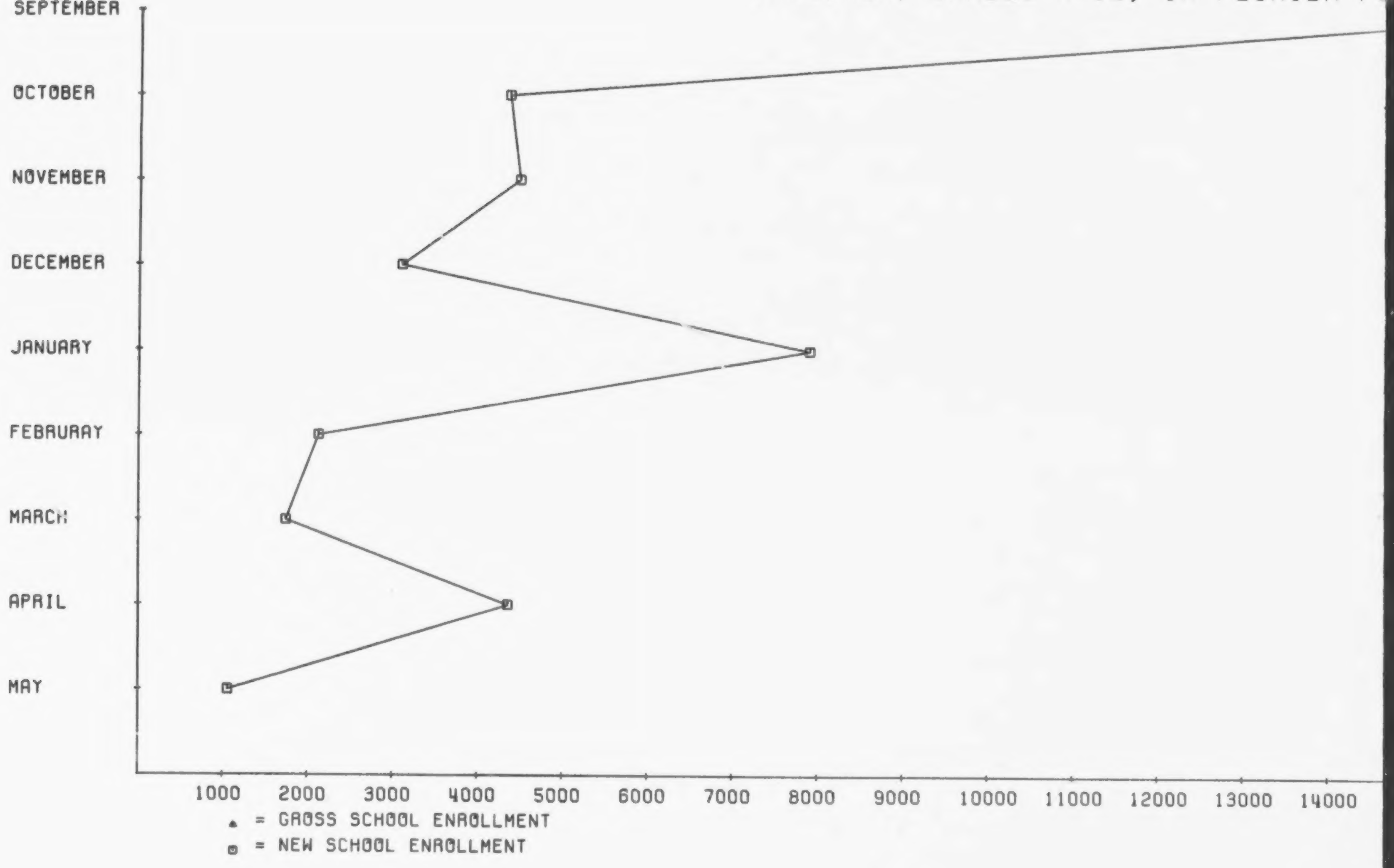
*Mainland American Negro (both male and female) = 8157 (57.06%)
**Mainland American White (both male and female) = 1577 (11.03%)
***Spanish or Spanish American (both male and female) = 4561 (31.91%)

14,295 (100.00%)

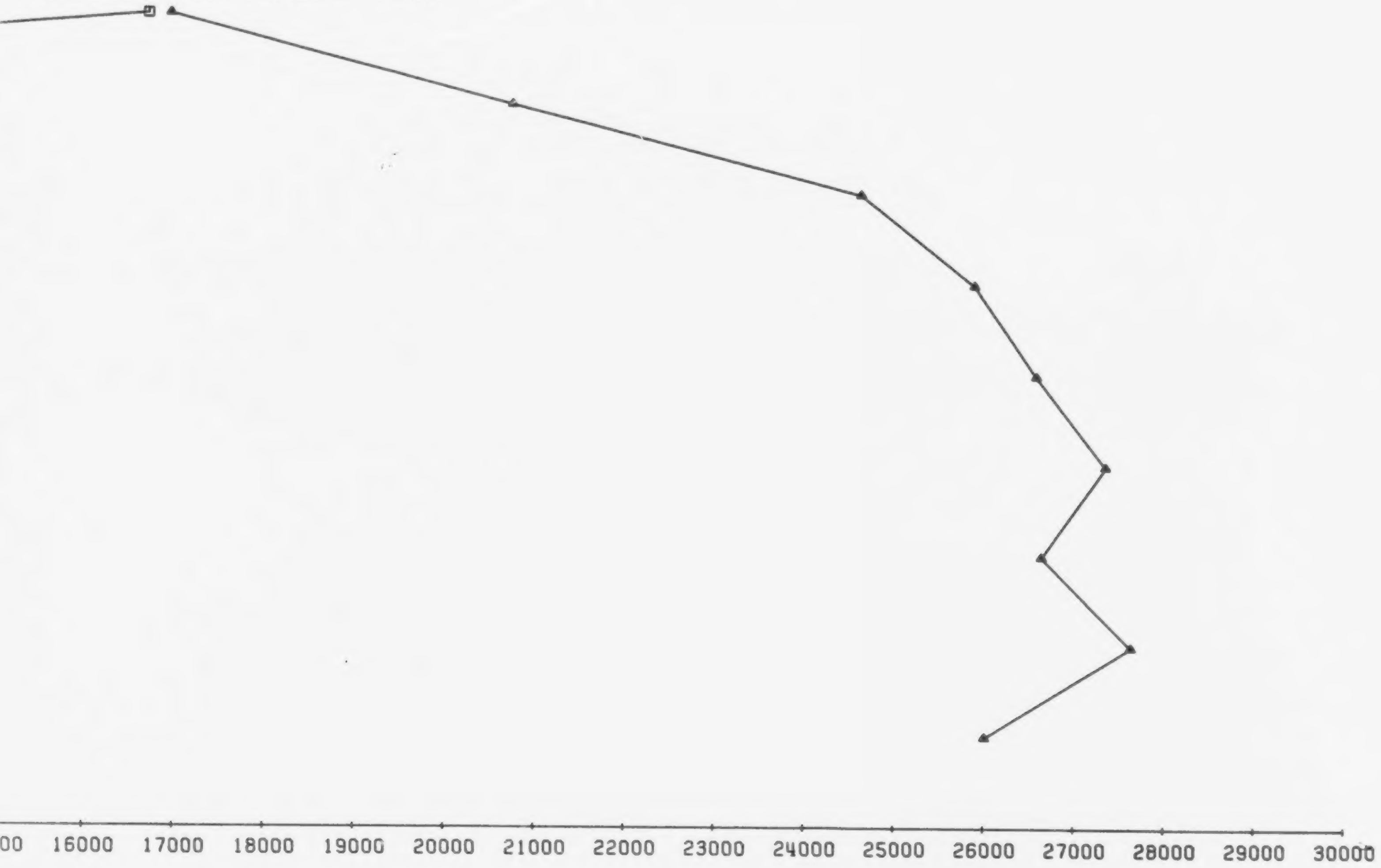
American white or Spanish-American ethnic groups.

The results in tables XCIX and C suggest that the children of Spanish-American migrants may be remaining in school somewhat longer than did their parents, since most tend to remain in school until the age of 12 or more years. The children of north American negro and white migrants tend to evidence attendance patterns that are similar to their parents, i.e., the children appear to be dropping out of school at approximately the same age as their parents. For undetermined reasons the schools seem to have increased their holding power for Spanish-American pupils, but not for the mainland American Negro and white ethnic groups.

GROSS SCHOOL ENROLLMENT AND NEW SCHO
CHILDREN, GRADES K-12, IN FLORIDA F



ENROLLMENT BY MONTH OF MIGRATORY
THE 1968-69 SCHOOL YEAR



CHAPTER IX

THE EDUCATIONAL NEEDS OF THE MIGRATORY CHILD

A growing social awareness of an old and serious problem--the plight of the migratory farm worker and his family--has resulted in legislation that designates federal funds to launch programs in health and education of migrant workers. A survey of the history of the migratory agricultural worker in the United States demonstrates that his social and economic conditions have changed practically none at all during the past 35 years. Only the names and faces have changed--at different periods of time, different ethnic groups pass through the migratory stream. But the circumstances of the worker and his family remain regrettably constant over the time spanning other forms of social change.

Guidelines for strategies that might be adopted in Compensatory Education programs for the migratory child are not definitive--fixed solutions to his educational problems are not readily available and therefore the orientation of compensatory program development has permitted and encouraged a great deal of diversity in order to identify different types of programs that show evidence of success. Therefore, a number of experimental programs are being considered and tested in an attempt to break the vicious cycle of poverty and illiteracy that usually extends back in time for several generations.

It is a difficult task to design programs that are educationally sound, and to design procedures by which the objectives of the program can be accomplished and evaluated. These educational programs must be characterized by an honest concern for how members of the migratory community see themselves, and how each functions in a world other than his own. Unless these programs bridge the gap between the migrant community and middle class America, most will have little impact on increasing the effectiveness of public education for the population of migratory pupils.

The purpose of this survey was to gather information about what is being done for the migratory pupil, to determine where apparent needs exist, and to provide a body of information that can be utilized in the design and evaluation of educational programs.

I. THE SCHOOL PROBLEMS OF MIGRATORY PUPILS AS REPORTED BY ADULT MIGRANT WORKERS

In attempting to modify or develop school programs to meet the needs of migratory pupils, it seems essential that designers of programs have some indication about what adult migrant workers perceive the needs in schools of their children to be. This is important because parents will attempt to meet or to alleviate what they perceive the most critical needs of their children to be, and because the schools will be most able to rely on the support and cooperation of parents when the needs of the child as perceived by both the school and the parent evidence some degree of congruency.

General. This survey asked adult migratory workers to indicate whether or not one (or more) of several items listed on the interview form constituted problems in school for their children. Of a total of 9,073 adult migrant workers interviewed, 4,750 (52.4%) indicated that their children were enrolled in school. Only the responses of those who report children enrolled in school are shown. Appendix provides a complete breakdown of responses by county.

A total of 1,029 or (21.7%) of the respondents indicated that their children have no problems in school.

The fact that approximately 22% of the adult migrant workers with children in school report that their children have no problems in school does not necessarily imply that the schools are fully meeting the needs of migratory children. But neither does it imply that migrant workers are oblivious to the problems that their children have in school. Migrant workers may have been unwilling to discuss the problems of their children with interviewers who were strange to them. Field interviewers noted response patterns indicating that adult migrant workers frequently convey a feeling of intense personal pride--pride in caring for themselves and for their families. This subjective reaction should be kept in mind when interpreting the responses given to questions about problems their children experience in school.

In addition, it should not be assumed that a child will have problems in school simply because his parents are migrant workers.

Even though the mean achievement level of disadvantaged groups tends to be lower than that of advantaged groups, there is usually a substantial overlap in the score distributions of the two groups. The differences between the two groups is usually 10-15 points on tests of IQ or ability (or approximately one standard deviation) at the elementary level. It would therefore be expected that approximately 16% of the disadvantaged group would evidence ability similar to that in the upper 50% of more advantaged groups.

This concept is illustrated in Figure 43. The shaded area illustrates the upper 16% of the disadvantaged group. Notice that scores in this interval will distribute across the range of scores demonstrated by the upper 50% of the more advantaged group. It is therefore possible that the children of at least 16% of the responding parents actually do not have problems in school, including academic problems.

Types of problems specified. A total of 3,721 migratory workers (78.3% of those whose children are enrolled in school) indicated that their children experience problems of various types. Figure 43 summarizes the results. Of those who reported problems, 34.1% indicated difficulty in obtaining adequate clothing; 32.8% reported difficulty with course work, 24.1% experienced difficulty in obtaining school supplies; 13.2% reported conflict with other pupils; 12.5% experienced a language difficulty; 8.6% cited conflict with teachers; 7.0% felt that transportation was a problem; and 10.7% reported that their children experienced other miscellaneous types of

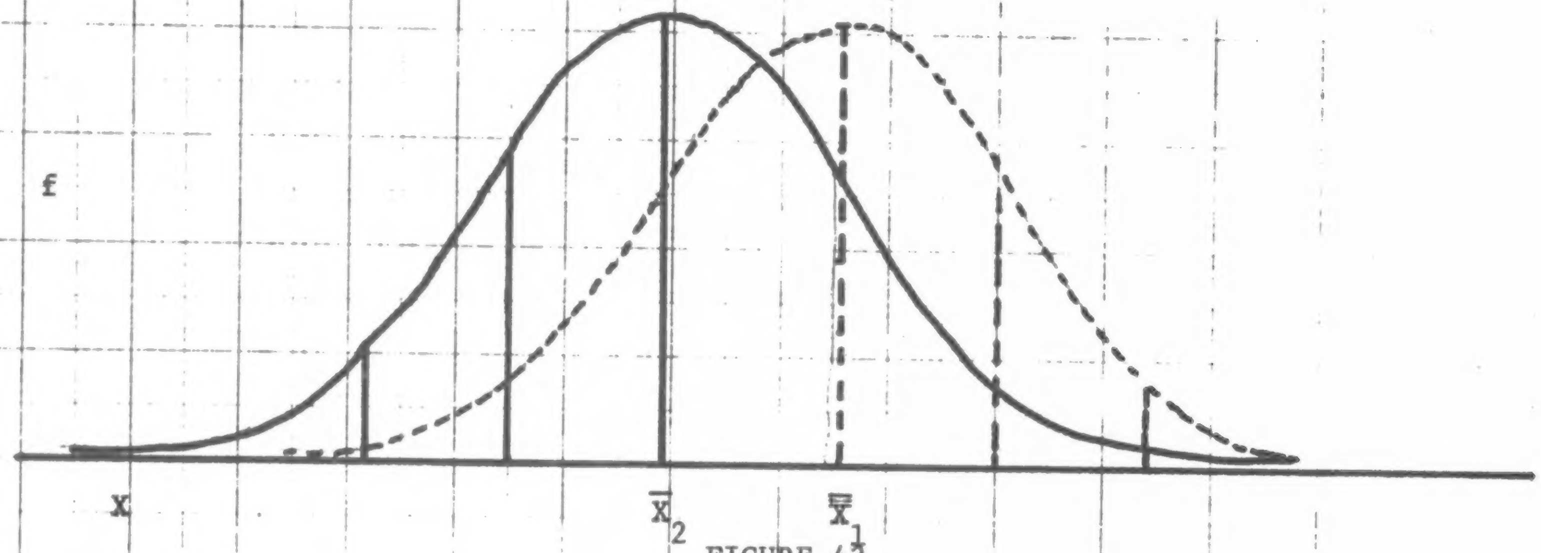


FIGURE 43

DISADVANTAGED GROUPS (SOLID LINE) TEND TO SCORE APPROXIMATELY ONE STANDARD DEVIATION LOWER THAN MIDDLE CLASS GROUPS (DOTTED LINE) IN TESTS OF IQ OR ABILITY AT THE ELEMENTARY LEVEL

X_1 = Average score for middle class children

X_2 = Average score for disadvantaged child

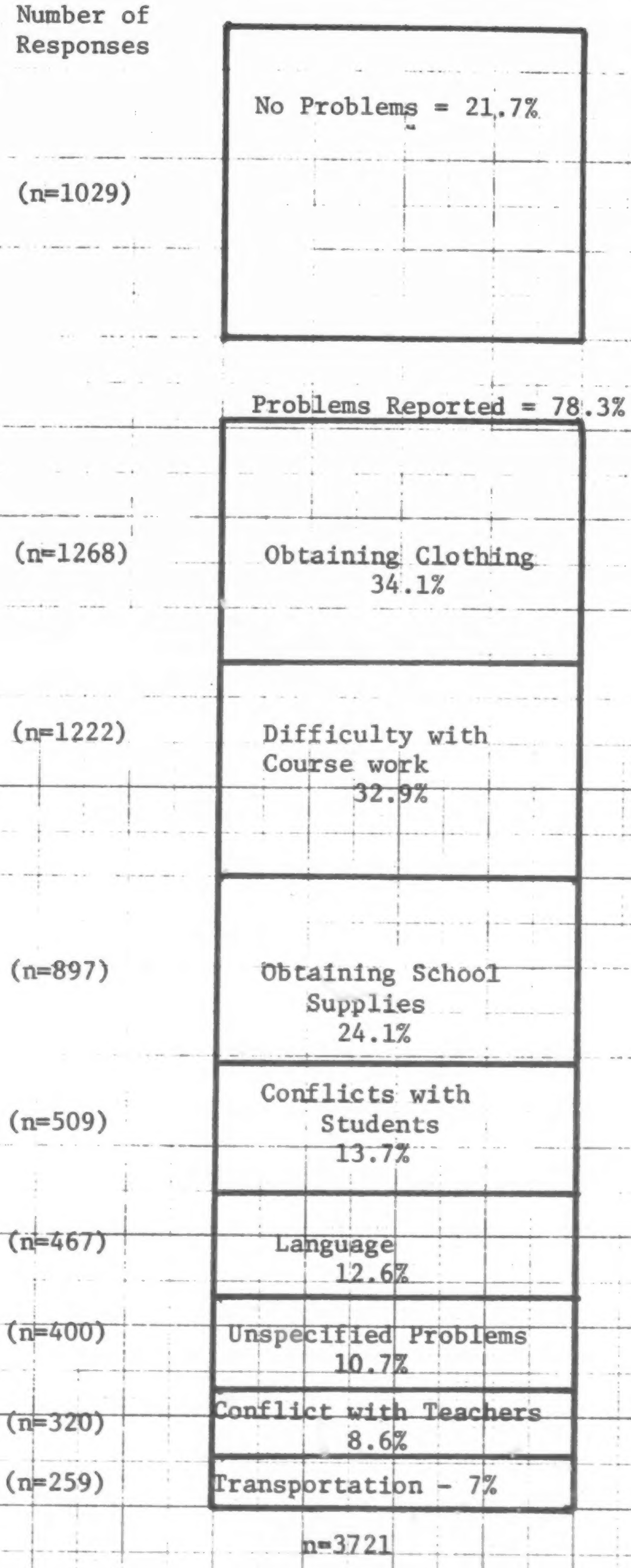


FIGURE 44

FREQUENCIES AND PRECENTAGES OF PROBLEMS IN SCHOOL OF MIGRATORY PUPILS, AS REPORTED BY ADULT MIGRATORY WORKERS problems in school.

It is interesting to note that two of the three problems reported with greatest frequency are related to the economic conditions of the migratory family. These two were (1) obtaining adequate clothing (1,268 responses), and (2) obtaining school supplies (897 responses).

Previously published research on disadvantaged groups, as well as the results of this survey, suggest that educators would be more likely to rank academic retardation as the most critical or most frequent problem, and the existence of a marked "culture-gap" as a second serious problem. Other problems frequently mentioned are language difficulties, truancy, lack of motivation, lack of acceptance by other pupils, and behavioral problems.

The responses of adult migrant workers therefore appear to show little agreement with the rank-ordering of the problems of migratory pupils by educators. The responses summarized in Figure suggests that problems of subsistance and economics tend to occupy a position of greater centrality in the lives of migratory workers than do other types of problems.

The problem in school reported with second greatest frequency was "difficulty with course work". The percentage is less than what might be anticipated. In this study, 67.2% of the responding schools reported that the achievement of migratory pupils is lower than that of resident pupils, substantiating the academic retardation frequently cited by educator. The fact that a greater percentage of migratory parents did not report "difficulty with course work" as a problem in school may be partially a function of the educational experiences of this transient group. The parents of migratory pupils may have learned to expect their children to experience difficulty with course work. Therefore, this "difficulty" may not be considered a problem unless the child is not passing in school. It may also indicate a lack of communication between the parent and child about problems in school. In many cases, the children may have already exceeded the educational level of their parents, and therefore their parents can be of little or no assistance in coping with academic problems. The parents may therefore be rather unaware of academic problems. Lack of awareness, however, does not imply a lack of concern.

Conflict with other pupils (an indirect measure of the adjustment of the child to the school program, and to the acceptance of the child by other students) was reported by only 509 parents (13.2% of those who reported problems). Language difficulty was reported by only 467 parents. Since approximately 33% of the adult migrant workers interviewed were Spanish-American, these results suggest that many of the children of Spanish-speaking migrant workers have developed a command of the English language that their parents perceive as adequate to get along in school. Only 320 parents (8.6%) reported that their children experience conflict with teachers. This again, is an indirect measure of adjustment to the school program, as well as of problems of behavior and discipline. These results suggest that the parents of migratory pupils perceive most of their children as moderately successful in school, fairly well adjusted to the school program, fairly well accepted by their teachers and reasonably well behaved in school. In many cases, these perceptions are probably quite accurate. Results of Phase I indicate that individual schools believed that most migratory pupils liked school, that they were accepted by other pupils, and that they were not disciplinary problems.

An incongruity between the perceptions of the school and the responses of the parents of migratory pupils appear to exist. While migratory workers report difficulty in obtaining clothing and school supplies as the first and third most frequently occuring problems, educators would tend to consider these as peripheral to the educational program, and the type of problem for which solutions are usually more readily available. Their concern would be greatest for problems directly related to the school program. However, it may be that the most immediate of problems rooted in the day-to-day economics tend to preclude recognition of other types of problems until the more immediate problems are resolved. It may also imply that individuals may be more willing to admit or acknowledge problems rooted in the economics of their situation because such problems tend to be beyond their immediate control. Therefore, discussion of these problems may be less threatening to their self concept.

The lack of agreement in rank-ordering of problems may be partially responsible for the apparent "lack of concern" frequently reported as a characteristic of the parents of disadvantaged pupils.

The relationship of ethnic group to reported problems in school. Table CI is a contingency table showing the relationship between ethnic group and reported problems in school as well as the number of adult migrant

TABLE CI

A CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ETHNIC GROUP AND REPORTED PROBLEMS IN SCHOOL

ETHNIC GROUP	REPORTED PROBLEMS								No Problems	
	Obtaining Clothing	Language Difficulty	Transportation	Conflict with Teachers	Conflict with Students	Difficulty with course work	Obtaining school supplies	Unspecified problems	N	%
Mainland American Negro (n=2395)	657	76	73	137	240	553	498	186	435	18.2
Mainland American White (n=395)	77	23	21	23	27	89	54	23	89	22.5
Spanish-American (n=970)	156	207	74	46	78	197	94	32	234	24.1

$X^2=453$; df=16; $p<.001$

workers within each group whose responses were utilized to compile the table. Since individuals could report more than one problem the row sums are greater than the number of individuals whose responses are included in the table.

A chi-square analysis of this data indicated that the categories of problems reported by migrant parents is significantly related to ethnic group membership (X^2=453.0; df=16; p<.001). This means that parents from different ethnic groups are likely to report different types of problems.

First, the data in this table suggests that mainland American Negro parents are more likely to recognize that their children have problems in school, mainland American white parents are intermediate and Spanish-American parents are least likely to recognize or admit to problems in school for their children. The rank ordering of reporting "no problems" was Spanish-American (24.1%), mainland white (22.5%), and mainland Negro (18.2%). This rank order parallels (in inverse order) the educational level of adults in each of these ethnic groups, which might at first suggest that the greater the education of the parent, the greater the awareness of the problems of their children in school. This does not appear to be the case, however.

In order to examine the relationship between reported problems and ethnic group, the problems were rank-ordered within ethnic group. The results, in order of decreasing frequency, are shown on Table CII.

The rank order of responses by mainland Negro parents parallels that of the total migrant population. Since Negroes account for 63.7%

TABLE CII

RANK-ORDER OF PROBLEMS IN SCHOOL WITHIN ETHNIC GROUPS, AS REPORTED BY ADULT MIGRANT WORKERS

Mainland American Negro	Mainland American White	Spanish-American
1. Obtaining adequate clothing	1. Difficulty with course work	1. Language
2. Difficulty with course work	2. Obtaining adequate clothing	2. Difficulty with course work
3. Obtaining school supplies	3. Obtaining school supplies	3. Obtaining adequate clothing
4. Conflict with other students	4. Conflict with other students	4. Obtaining school supplies
5. Unspecified types of problems	5* a. Conflict with teachers b. Language c. Unspecified types of problems	5. Conflict with other students
6. Conflict with teachers	6. Transportation	6. Transportation
7. Language		7. Conflict with teachers
8. Transportation		8. Unspecified types of problems

*Three categories were reported with equal frequency.

of the total responses, the figures for the total population are weighted in the direction of the Negro responses. There are differences from the general population in the categories less frequently reported, however. Notice that langauge is rarely considered a problem by Negro parents.

The rank order evidenced by mainland white parents places "difficulty with course work" at the top of the list. The second and third categories are related to economic conditions. Three categories of problems were reported with equal frequencies.

Both Negro and white parents report with low frequency that transportation constitutes a problem.

The major departure from the total population was evidenced by the Spanish-American parent. It appears that the rank order of problems as perceived by the parents in this group evidenced a greater congruity with the perceptions of education than in the other two groups. "Language" is the most frequently reported problem; "difficulty with course work" is second. Though Spanish-American parents were less inclined to report problems, they reported with greater frequency those problems more directly related to the academic program. Notice also that transportation moved from last to sixth place for this group. This is undoubtedly related to the fact that Spanish-American migrants, on a proportional bases, are more likely to live in camps than are other ethnic groups.

In summary, two of the most frequently reported problems in each ethnic group were related to economics, and to categories that might be considered peripheral to the educational program. Problems of Spanish-American children as reported by their parents appeared to evidence a greater congruency with the problems of those children as perceived by the schools. Since the mean adult educational level in the Spanish-American ethnic group was lower than in either the mainland Negro or white groups, there is no evidence to suggest a relationship between the educational level of adults and the accuracy of their perceptions of the children's problems in school.

II. PARENTAL ATTITUDES TOWARD THE EDUCATION OF THEIR CHILDREN

Evidence from this study indicates that migratory parents are concerned about their children's education.

Approximately 60% of the adult migrant workers with children in school (2843 out of 4750 responses) indicated that they had visited their children's schools. (Reasons for the visits were not specified). This suggests that the parents of migratory pupils will respond to the school insofar as they are able to comply with requests made of them. It is unreasonable to judge the cooperativeness and concern of parents if requests being made of them are not within the limit of parental compliance.

Table CIII is a contingency table showing the relationship between reported problems in school and whether or not the parent had visited the school. In addition to frequencies, percentages are given for convenience in comparisons.

A chi-square analysis of the data indicated a significant

TABLE CIII

A CONTINGENCY TABLE SHOWING THE RELATIONSHIP OF REPORTED PROBLEMS IN SCHOOL TO WHETHER OR NOT THE PARENT HAS VISITED THE SCHOOL

Have you ever visited your child's school?		TYPES OF PROBLEMS								No Prob-lems	Row Total
		Obtaining clothing	Language difficulty	Transpor-tation	Conflict with teachers	Conflict with students	Difficulty with course work	Obtaining supplies	Unspecified problems		
Yes	N	565	146	98	131	210	508	423	159	432	2672
	%*	21.1	5.5	3.7	4.9	7.9	19.0	15.8	6.0	16.2	
No	N	337	161	73	79	140	337	240	87	338	1792
	%*	18.8	9.0	4.1	4.4	7.8	18.8	13.9	4.9	18.9	

relationship between these two variables ($X^2=34.4$; df=8; $p<.001$).

The data indicate that parents who visit the school are more likely to recognize that their children have problems in school. Of 3694 responses in problem categories, 2240 (60.6%) are accounted for by parents who have visited the school. This contention is further substantiated by the fact that 16.2% of those who had visited schools reported "No problems" while 18.9% who had not visited the school reported "No problems".

The rank order reported problems, in terms of whether or not the parent had visited the school is not markedly different. The three highest frequencies are, "clothing", "course work" and "supplies" for both groups. On a proportional basis, the "no" group exceeds the "yes" on only three categories. These are language, transportation and "No problems." Since these are three categories in which the Spanish-American ethnic group differed, it suggests indirectly that Spanish-American parents are less likely to visit the school than are parents from other ethnic groups.

Attitude toward the importance of education. Migrant parents were asked how important they considered their child's success in school. Seventy-one percent responded "very important"; 28% responded "important"; and only one percent responded "no difference" or "unimportant". The results of chi-square analyses demonstrated that parental attitudes toward success in school are not related to ethnic group, income level or working status of their children.

The relationship of educational goals to (1) income level, and (2) ethnic group was examined using chi-square. In each case the results were not significant indications that educational goals appear to be independent of these two factors.

The educational and occupational aspirations of migratory workers for their children seem to very closely parallel the aspirations of mainstream America. This is contrary to widely discussed opinions that the attitudes of migrants toward education are indifferent or negative, and that the aspirations of the migrant worker are fewer than those of mainstream America. The postulated differences are usually attributed to alienation and almost complete isolation from middle-class culture. Today, however, mass media and the widespread ownership of T.V. in the migrant community preclude total isolation from the **concensus** of American thought and aspiration. The problem does not appear to be a difference in the importance attached to education, or in aspiration level. The difference between mainstream America and the adult migrant worker therefore seems to reside chiefly in a difference in their ability (economic or otherwise) to translate an attributed value or an aspiration into the achievement of these values and aspirations.

Other evidence indicating that migrant workers are concerned about the education of their children, and demonstrating that they will respond to the school when requests are made of them they are able to fulfill, is revealed in a few of the special programs described by individual schools. Adult migrant workers have been successfully involved on a voluntary basis in some school programs, particularly where the schools have been able to communicate to the parents ways in which they can assist, and where each responding parent was made to feel a contributing member. These programs will be described in greater detail later in this chapter.

III. ACHIEVEMENT OF THE MIGRATORY CHILD.

In attempting to meet the educational needs of the migratory child, the schools are faced not only with most problems typical of minority, disadvantaged subcultures, they are also faced with the disruption and discontinuity of educational experiences resulting from perpetual transiency.

Grade placement. The first problem generally faced by schools receiving migratory pupils is that of determining the grade placement. Schools were asked to indicate the criteria they most frequently used to determine the placement of entering migratory pupils. The results are summarized in Table CIV. A breakdown of responses by county is given in Appendix .

Notice that 57.2% of responding schools indicate that they utilize two or more criteria in determining grade placement rather than relying upon a single source of information. The increased number

TABLE CIV

CRITERIA USED BY INDIVIDUAL SCHOOLS TO DETERMINE THE GRADE PLACEMENT OF MIGRATORY PUPILS

	CRITERIA					
Responses of Individual Schools	Age	Student's Reports	Written Records	Stand. Tests	Other	Utilization of 2 or more
Frequency of responses	12	47	62	2	1	166
Percentage	4.14	16.21	21.38	0.69	0.34	57.24

n=290

of ungraded schools, as well as programs involving transition class, special grouping, etc., often require specialized information for accurate placement, even when relatively complete records are available. There was almost no indication that schools utilize criteria other than age, the student's own report of his grade level, and written records or standardized tests.

The most frequently reported single criterion is the use of written records. The fact that slightly over 21% of responding schools depend upon written records to determine grade placement implies that records of some form must be available to these schools. The availability of written records should increase as utilization of the recently developed uniform transfer-of-record form becomes more widespread. In the past, one of the most difficult problems for receiving schools was the lack of written records for migratory pupils. It is also interesting to note that responding schools also indicated that approximately 46.7% of their migratory pupils enroll in the same school for two or more consecutive years. Therefore, some information would appear to be available as a result of students having been previously enrolled in the same school.

Repeated enrollments in the same school also suggests the possibility for some degree of continuity to be maintained in the educational program and in the individual diagnosis and prescription of learning programs, at least within the one particular school.

Achievement and age-in-grade. Schools were requested to make a generalized comparison of migratory pupils regarding academic achievement.

The results are summarized in Figures 45 & 46. A breakdown of responses by county is given in Appendix .

Of 284 responding schools, 67.2% (n=191) indicated that migratory pupils tend to achieve lower than resident pupils; and 32.4% indicated that migratory pupils achieve at approximately the same level as resident pupils.

Approximately 59% (n=167) of the responding schools reported that migratory pupils were slightly older-in-grade than were resident pupils. Approximately 30% reported that the age-in-grade of migratory pupils is the same as that of resident pupils.

The purpose of this survey was not to demonstrate that a difference in achievement level exists between migratory and resident pupils, however. Therefore, the design of this study did not incorporate gathering a uniform measure of achievement in order to compare the two groups. This would have been an expensive and time-consuming process, tending only to reconfirm what is already known--that disadvantaged groups tend to evidence lower achievement levels than their more advantaged contemporaries. It was a knowledge of the gap existing between the two groups that resulted in commissioning this survey, in order to attempt to determine facts by which schools might more adequately develop programs that would tend to close the gap.

IV. SOCIAL ADJUSTMENT OF THE MIGRATORY CHILD

In the school setting the effectiveness of any educational

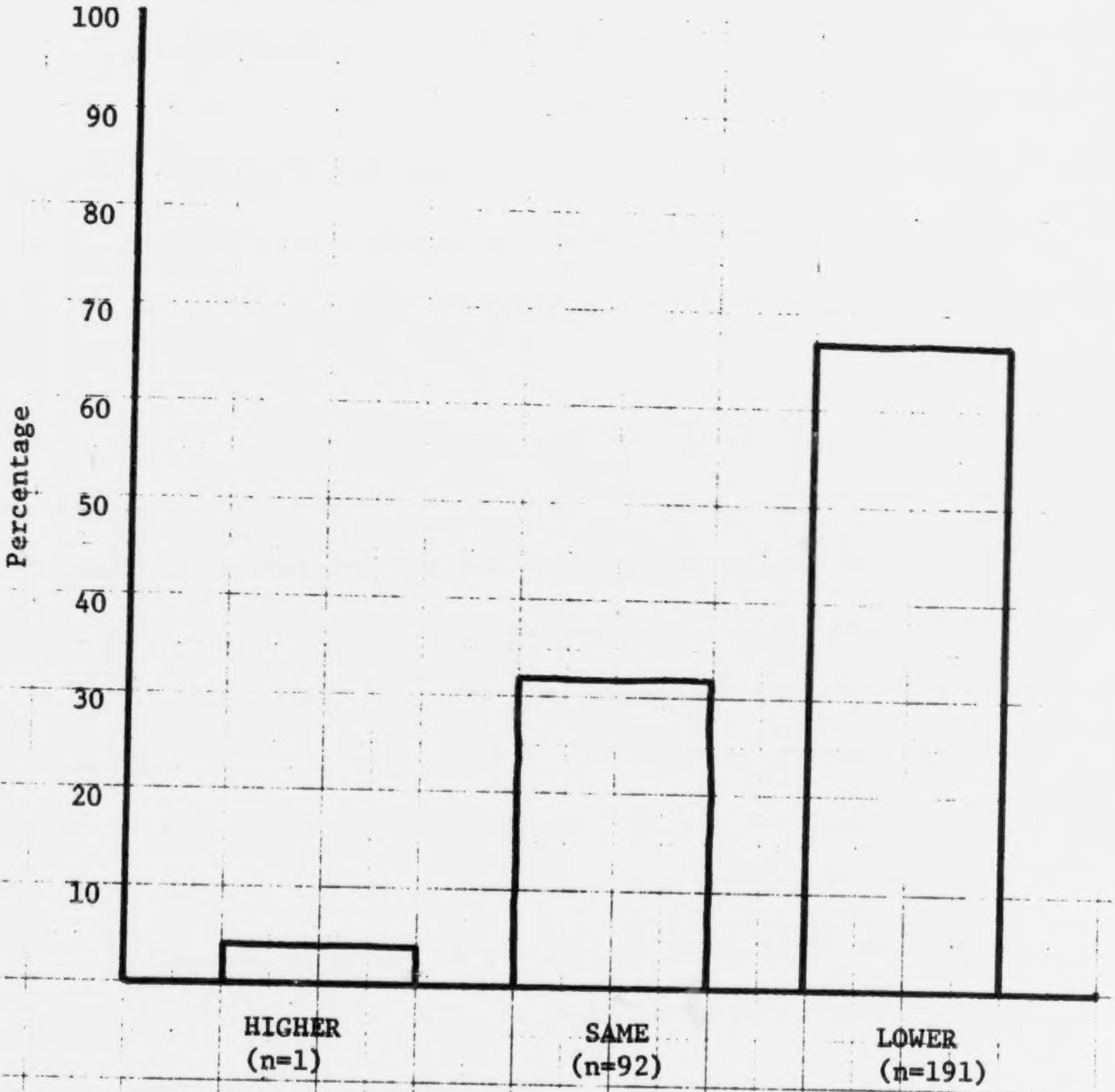


FIGURE 45

A COMPARISON OF MIGRATORY PUPILS TO RESIDENT PUPILS IN ACADEMIC ACHIEVEMENT

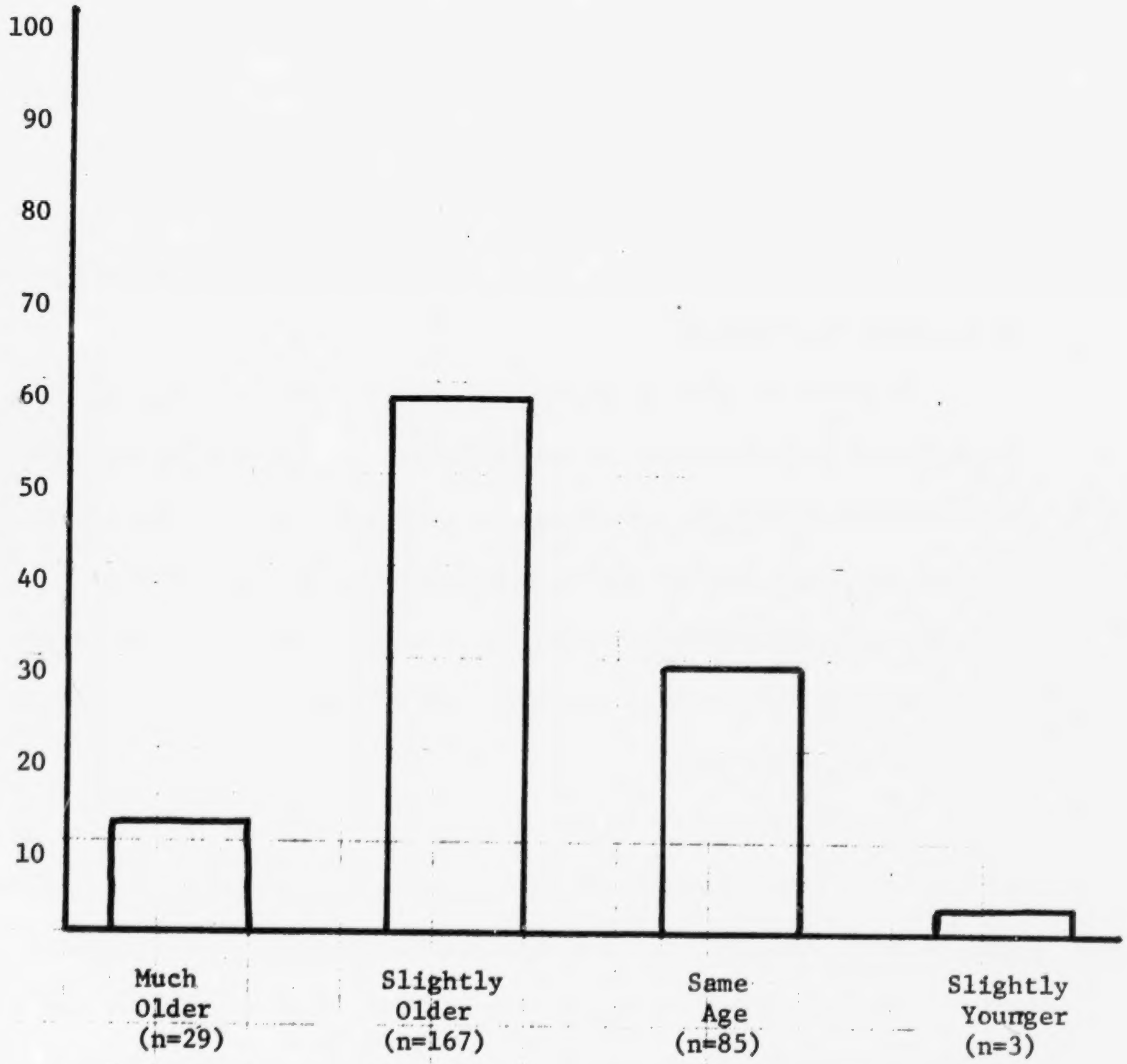


FIGURE 46

A COMPARISON OF MIGRATORY PUPILS TO RESIDENT PUPILS IN AGE-IN-GRADE program is determined largely in the classroom--the area in which educational programs, objectives and pupils intersect. Learning is an internal process--but the entire burden does not rest upon the shoulders of the student. The role of the school is to facilitate the learning process. It is to initiate as well as to sustain gains in academic achievement.

In order to more adequately facilitate the learning process, educational programs need to be cognizant of the critical effect of affective variables on the educative process. Between the educational objectives formulated by the school, and measureable cognitive gain demonstrated by the student, is a complex myriad of affective and emotional factors through which the process of achieving cognitive gain must be mediated.

Because variables in the affective domain are far less ammenable to manipulation and measurement, they are frequently given only cursory treatment in the development of educational programs. Yet the demonstration of cognitive gain can occur only after the concepts and content materials to which the pupil has been exposed have passed through complex circuitry that permits coding and incorporation into expanding intellectual structures. Affective variables, or elements in the emotional domain, act upon the mental processes of the child, and have the capacity to facilitate or interfere with the learning process.

Rationale. The design of effective compensatory programs is contingent upon considering all identifiable elements that facilitate cognition gain, and attempting to organize these elements in such a way as to derive maximal effectiveness in the classroom.

A very important portion of the affective climate of the classroom is the social adjustment of the migratory pupil. Therefore, as a part of this survey a sub-study was conducted in order to strengthen educational programs aimed at achieving gains in the cognitive domain.

The child perceives his world differently from the adults around him. It has been pointed out that the perceptions of the adults around him also tend to evidence certain incongruities regarding his problems in school. The child's perception of his present needs has a strong influence on what he is willing to learn at any given time. It would seem that the child himself would be the most valuable source of information--and should prove useful in planning educational opportunities.

The affective area considered in the sub-study was the personal and social development of the migrant child. The purpose was to identify some areas of personal and social adjustment that appear to require the attention of the school, and which appear to be ammenable to strategies that can be incorporated into the design of compensatory education programs. It is important that the most urgent areas of adjustment be defined, and evaluated wherever possible, so that curriculum and counseling procedures may be adapted appropriately.

Children in grades 4-6 were included in the study. It focuses on the social and personal needs of the child at the age when many of them leave school--approximately 50% of the migratory pupils are lost to the school system before the seventh grade. Eighteen boys and 12 girls were randomly selected from the pupils between the ages of 9 to 13, inclusive, at an innovative school serving a large migrant community. The student population is predominantly Negro, although there are a few students from the Spanish-American and mainland American ethnic groups. The results are therefore most applicable to the personal and social development of intermediate Negro migrant children.

Instrument and findings. The instrument used was the California Test of Personality, which is designed to provide information about certain highly important factors in personal and social adjustment. This study is not concerned with the diagnosis of causes, or with the methods of treatment. The results of this study are to be viewed as a supplement to other data in the analysis and perception of educational programs for migratory pupils. This instrument was chosen because it utilized a simple vocabulary as well as questions that can be answered yes or no. It can also be used to assess difficulties common to a group of children.

The primary importance of the test results is not the earned score. The normative data is based upon middle-class children; therefore the earned scores tended to measure the "culture-gap" between migratory and middle-class children. For the purposes of this study the primary interest is in the interrelations and relative positions among the test scores as evidenced within the sample. In addition, the children in the sample have been exposed to an innovative educational program and are therefore not necessarily completely representative of the migratory pupil population. This study, though limited to a description of a specific population, does indicate areas for further investigation by individuals responsible for program design.

The test is organized in two areas--personal adjustment which is assumed to be based on feelings of personal security, and social adjustment dealing with social security. Each of the two major areas are divided into sub-tests. Appendix Y provides a definition of each of the sub-tests, as well as the percentile norms.

The test results are shown in Table CV. The median percentile scores for Total Adjustment, Personal Adjustment and Social Adjustment are shown at the top of the table. Median percentile scores for each of the sub-tests are then arranged in decreasing order. A summary of the frequencies of percentile scores within sample data is given in Table CVI.

The range of the medians was quite broad, with the lowest scores suggesting areas in which greatest attention ought to be given by the schools.

The highest median score, 41.15 was on a Sense of Personal Worth, and the second highest was Self Reliance, 36.0 (See Table CV). Both might be interpreted as indirect measures of the self concept. These results suggest that efforts currently being made to increase or enhance the self-concept of disadvantaged students has tended to be successful. Since this is an innovative school, particular efforts have

TABLE CV

TEST RESULTS SHOWING SUBTESTS IN ORDER OF DECREASING MEDIAN PERCENTILE FOR MIGRATORY CHILDREN

TITLE	MEDIAN PERCENTILE
PERSONAL ADJUSTMENT	20.4
SOCIAL ADJUSTMENT	19.2
TOTAL ADJUSTMENT	19.9
1. Sense of Personal Worth	41.2
2. Self-residence	36.0
3. Social Skills	32.4
4. School Relations	27.8
5. Withdrawing Tendencies	26.6
6. Sense of Personal Freedom	24.9
7. Family Relations	24.9
8. Social Standards	21.2
9. Community Relations	19.9
10. Feeling of Belonging	19.9
11. Nervous Symptoms	14.9
12. Anti-social Tendencies	6.4

Note: 50th percentile is norm for general population

TABLE CVI

SUMMARY OF THE SAMPLE DATA SHOWING THE FREQUENCIES
OF PERCENTILE SCORES FOR MIGRATORY CHILDREN

SECTION	1	2	5	10	20	30	40	50	60	70	80
Self Reliance		2	4	6	2	9			4	2	
Sense of Personal Worth		1	1	2	6	8	4		3	0	1
Sense of Personal Freedom	3	3	4	3	2	5	5	3	0	1	0
Feeling of Belonging	1	2	5	6	2	6	5			1	1
Withdrawing Tendencies	2		4	1	6	6	3	7		0	
Nervous Symptoms	4	5	2	4	4	4	1	1		4	1
Personal Adjustment			3	6	11	8	1			1	
Social Standards	3		6	1	8		4		6		
Social Skills			3	3	6	4		7		4	
Anti-Social Tendencies	5	6	5	1	7	1		2		2	
Family Relations	5	1	5	3	1	5	6		3		1
School/Occupation Relations	1		6	5	1	7	4	4	1		
Community Relations	1	1	7	3	6	1	10		1		
Social Adjustment		2	3	7	7	7	2		1		1
Total Adjustment		2	1	5	14	5	2				1

90	95	98	99	TOTAL PUPILS	MED-IAN	NORM	DIFFERENCE + or -
1				30	36	50	-14
3		1		30	41.15	50	-8.85
1	0	0	0	30	24.9	50	-25.1
1	0	0	0	30	19.9	50	-30.1
				30	26.56	50	-23.44
				30	14.9	50	-35.1
				30	20.35	50	-29.65
2				30	21.15	50	-28.85
2	1			30	32.4	50	-17.6
1				30	6.4	50	-43.6
				30	24.9	50	-25.1
1				30	27.75	50	-22.25
				30	19.9	50	-30.1
				30	19.18	50	-30.82
				30	19.9	50	-30.1

TABLE CVII

COMPARISON OF MEDIAN PERCENTILE
FOR GIRLS AND BOYS

	Girls (n=18)	Boys (n=12)	Combined (n=30)
Feeling of Belonging	28.3	12.4	19.9
School Relations	34.9	9.3	27.75

Note: 50th percentile is norm for general population been devoted to improving the self-concept of the students. However, this remarkably high score cannot, in all probability, be attributed solely to events taking place in the school. It should be remembered that this sample is predominantly Negro. The Militant Movement, as well as the "black is beautiful" movement will tend to have a marked effect on the self-concept of young negroes, and will act in his home, as well as in the community in which the child lives. Other test results tend to support the hypothesis that influences outside the school are acting to result in the high score on sense of Personal Worth.

The score on Self Reliance might be expected to be one of the higher scores since the children of migratory workers tend to assume almost adult responsibilities at a very early age. The duties performed by these children outside the school setting suggest that in many respects the children are "miniature adults". This asset should be capitalized on to its fullest extent. The ability to feel and behave with a sense of self reliance is a basic educational objective. The fact that migratory pupils evidence this characteristic suggests that these children might be able to function well in programs using an individualized approach, or where the children are encouraged to move independently through learning activities.

The areas of greatest difference from the norm, and the areas in which the sample pupils scored lowest relative to each other are shown in the medians from Nervous Symptoms (14.9) and the Anti-Social score (6.5) (See Table CVI). The score for Nervous Symptoms may be partially attributed to deprivation (past or present) in the nutrition and health care of the child; or from emotional pains or headaches, he may be expressing physiological rather than emotional symptoms. Attention should be given to the availability and use of health services, as well as to the adaptation of health instruction to meet the needs of the group.

The anti-social score, which is the lowest of all scores (See Table CVI), might indicate bullying, quarrelsome or destructive behavior. However, this result seems to be incompatible with the median score for Social Skills (32.4), which was the third highest score. It might also seem that the suggested behavior is more typical of boys than of girls. However, the median computed separately is exactly the same--7.4 for both boys and girls. A possible explanation for the low score on anti-social behavior, as compared with the high score on social skills, would be that this test may tend to rate as anti-social behavior the types of behavior patterns that disadvantaged or migratory pupils commonly evidence in their interpersonal relations. The experimenters found the children to be well behaved and receptive--most of them seemed friendly and responsive. The discrepency between the two results tends to suggest even more strongly that only superficial aspects of social behavior are known and classified. It also suggests as area of behavior in the classroom of migratory pupils that might be misinterpreted by middle-class teachers. These results indicate that migratory pupils may feel a concern and liking for their teachers and fellow pupils while participating in what could be interpreted by middle-class standards as anti-social behavior such as hitting, etc.

Of particular interest to this study is the relationship of the child to the school. Two of the sub-tests are indirect measures of this relationship. The sub-test "Feeling of Belonging" provides a measure of the cordiality (or lack of cordiality) in the relationships of the child with people in general including his family, friends, and the school community. The median score here was 19.9 (See Table CVII), third lowest. This is consistent with the low scores on anti-social tendencies but inconsistent with the scores on school relations.

The second sub-test which is most relevant to the survey was that of "School Relations." The median percentile score was 27.75, one of the highest scores. This is consistent with the high score on "Sense of Personal Worth" as an indirect measure of the self concept, with the observed behavior of the children in the school setting, and with the high score on social skills.

In this case, a separate analysis of the scores of boys and girls on each of the two sub-tests revealed a marked difference on the basis of sex. Girls evidence a much stronger "feeling of belonging," than boys. The difference is even more pronounced for school relations. In both cases, the total mean is weighted in a more positive direction by the greater number of girls in the samples. Similar differences in the behavioral responses of boys and girls to the school situation and in social adjustment (independent of socio-economic level) have led to the repostulation of sexually segregated education, at least at the younger levels. Educators are becoming increasingly aware of the degree and direction of differences in behavioral responses of boys and girls that must be taken into consideration in the educational program. These differences would be particularly important for a group that suffers generalized academic retardation as well as high drop-out rates. The child who drops out in the 5th or 6th grade was undoubtedly alienated at a much earlier age. The alienation might have been prevented if the school had taken into account known differences in the behavioral responses of boys and girls, and ceased to demand that boys behave like girls. It is also interesting to note that this again, is an example of members of the migratory community exhibiting behavior patterns that are typical of mainstream America, suggesting that their subculture has similar values in some areas, or that their isolation from the middle class has not been complete.

The lowest score in the Personal Adjustment section was that of "Feeling of Belonging." This seems to indicate a great need on the part of teachers and adminstrators in schools that serve migratory pupils to be particularly sensitive to facilitating a sense of belonging on the part of the child. However, the life space of the migratory pupil might be conceived of as the Eastern Seaboard, and his learning experiences are related to this, especially at the intermediate levels. Belongingness might be enhanced if the child sees that his life does not have pattern and meaning, as well as a definite contributory function in the economy of the country. It should also be noted that the feelings of belonging usually experienced by migratory pupils may be even more negative that the results of this sub-study might indicate, since the sample of pupils was drawn from a school with an innovative program which placed great emphasis on individualization.

V. COUNTY EFFORTS IN MEETING THE EDUCATIONAL NEEDS OF MIGRATORY PUPILS.

Successful educational programs are made of many components. Once a program has been initiated, it is necessary to examine some of the component parts to determine where they can be strengthened and improved in order to strengthen and improve the total program.

This survey was not designed as an evaluative study, however. The purpose is to enumerate some of the major unmet educational needs of migratory pupils, and to recommend procedures by which these needs can be more adequately fulfilled by school systems, as well as by individual schools.

Typically, the more fundamental needs of disadvantaged groups are given primary consideration, and sometimes greater diligence-- not only because these needs are more obvious, but also because fundamental problems tend to have more fundamental solutions. In educational systems, basic services are such things as providing free lunches, providing bus transportation to and from school, assistance in obtaining clothing, health care, etc. It is reasonable that physiologic and economic needs be dealt with first, since they are basic in the "needs hierarchies" of individual pupils.

Recall that school problems reported with first and third highest frequencies were basic problems related to economics: Obtaining adequate clothing and school supplies. Recognition of problems more directly an element of the child's achievement and adjustment in school were reported with lesser frequencies. This suggested that preoccupation with basic problems precluded full consideration of problems in other areas.

Even though it may be easier to solve problems related to basic needs than it is to cope with more sophisticated need-systems, it is frequently the case that lasting solutions to complex problems, as opposed to stop-gap measures, are provided only by dealing with sophisticated need-systems.

Because the parents of migratory pupils appear to evidence a greater concern for basic needs, the schools need to carefully examine the mechanism and resources available to counter basic problems. This is not to imply that the school is to assess the range of economic needs, and deal exclusively in these areas, however. But the schools must recognize the issues that appear to occupy the thoughts and concerns of the parents, and purposefully convey to the parents a mutual concern as well as practical advice, referrals and assistance in getting the problem solved. Conveying an image that suggests oblivion to problems uppermost in the mind of the parents tends to alienate the parents and decrease their perception of the school as a helping agency.

Transportation. This is one of the basic needs of migratory children. In some cases, schools and migrant housing are in close proximity so that the children can walk to schools. But in many cases, the housing area is very remote.

The availability, accessibility or convenience of transportation to and from school, as well as the safety conditions of bus stops are certainly elements that act upon attendance and absentee rates.

In Florida, funds for the provision of bus transportation are derived from several sources. Therefore, the measure of "effort" on the part of migratory pupils is not simply whether transportation is provided, but whether or not the location of the bus stop is adjusted to accomodate migratory pupils during their tenure in the county.

Table CVIII summarizes the responses from schools related to the transportaion of migratory pupils. A breakdown of responses by county is given in Table CX. Table CIX summarizes the responses of Adult Migrant Workers relevant to transportation.

A high percentage of schools (81.2%) provide transportation for migratory pupils living two or more miles away from school. In spite of the fact that there are several sources of funds available to school systems to provide for the transportation of pupils, of 114 of 233 schools providing transportation , (48.9%) report that they adjust the location of the bus stop to accomodate migratory pupils. In some cases, adjustment may not be necessary. But an opinion frequently conveyed to field interviewers was that personnel in individual schools or in county administrative offices were completely unresponsive when parents or concerned individuals attempted to seek an adjustment in the location of bus stops for any one of a number of justifiable reasons.

TABLE CVIII

A COMPARISON OF THE NUMBER OF RESPONDING SCHOOLS THAT PROVIDE BUS TRANSPORTATION TO THE NUMBER THAT ADJUST THE LOCATION OF THE BUS STOP, AS REPORTED BY INDIVIDUAL SCHOOLS (STATEWIDE)

	Provide Transportation		Adjust Bus Stop
Number	233	Number	114
Percent	81.2	Percent	48.9

n=287 (total responding schools)

n=233 (number of responding schools that provide transportation)

TABLE CIX

STATEWIDE SUMMARY OF THE RESPONSES OF ADULT MIGRANT WORKERS RELATED TO BUS TRANSPORTATION FOR THEIR CHILDREN

Number whose children are enrolled in school	Children ride school bus		Bad traffic conditions		Reported distance to bus stop
	N	%	N	%	
4750	2258	47.5*	966	42.8**	$\overline{X}$=.75 mi.

* Percentage of those whose children are enrolled in school

** Percentage of those whose children ride the school bus

Of 9,073 adult migrant workers interviewed during this survey, 4,750 reported that they had children enrolled in school. The children of 2,258 of these used school bus facilities. Only 966 individuals indicated that the location of the bus stop was hazardous because of traffic conditions. While this seems to be a low number, it represents 42.8% of all interviewees whose children ride the school bus. This indicates an area in the category of "basic needs" that needs to be examined closely by school officials.

The average distance to the bus stop was 0.75 miles--a reasonable distance. The standard deviation was 1.28 miles, however, indicating that the average value is not representative of the responses given--i.e., the individual distances reported by adult migrant workers evidenced a very large range and did not cluster around the value of 0.75 miles. A part of the large variance may have resulted from overestimation of distances by adult migrant workers. But in many cases interviewers verified the fact that rather long distances were involved.

On a statewide basis, it appears that Florida counties are doing an adequate job of providing for the transportation needs of migratory pupils. This is in agreement with the results previously reported related to problems in school as reported by adult migrant workers--transportation was considered a problem by only 7.0% (n=259) of those indicating that their children had any problems in school.

While this study is certainly concerned with the responses of schools throughout the state wherever migratory pupils are involved, particular attention will be given to results obtained in counties that participate in the Compensatory Program since they receive supplementary funds in order to better serve the migratory pupils.

Table CX summarizes the responses of both Individual Schools and Adult Migrant Workers relevant to bus transportation for the twenty counties that participated in the compensatory program during the months this survey was carried out.

Of the 2,258 adults who reported that their children ride the school bus, 2,072 (91.7%) were residing in one of the compensatory counties at the time of interview. These 20 counties therefore account for over 90% of the bus transportation of migratory pupils.

In addition to the sources of transportation funds available to all Florida counties, participants in the compensatory program were able to incorporate requests for additional transportation funds in their county proposals. Not all counties requested transportation funds, however. Examination of Table CX demonstrates that some of the compensatory counties are doing an excellent job of meeting the transportation needs of their migratory pupils; others, however, need to re-examine their efforts.

Notice that the percentage of interviewees whose children must utilize bus stops considered hazardous because of traffic conditions, and the percentage of schools that adjust bus stops to accomodate migratory pupils in the compensatory counties are very close to the statewide figures (See Table CX). Because funds are available to these counties for the education of migratory pupils, (some of which can be earmarked specifically for transportation), it seems

TABLE CX

SUMMARY OF INFORMATION RELATED TO THE BUS TRANSPORTATION OF MIGRATORY PUPILS IN COUNTIES THAT PARTICIPATE IN THE MIGRATORY CHILD COMPENSATORY PROGRAM

County	Number of individuals whose children are enrolled in the same county in which interviewed	Number of individuals whose children ride a school bus		Average distance to a bus stop as reported by adult migratory workers	Number of individu whose children cro or wait at edge of busy streets	
		N	%		N	%**
Broward	683	202	29.6	.69 Mile	153	75.7
Collier	382	156	40.8	1.34 "	52	33.3
Dade	254	145	57.1	.91 "	37	25.5
DeSoto	6	4	66.7	.62 "	3	75.0
Hardee	183	118	64.5	.17 "	40	33.9
Hendry	65	46	70.8	.29 "	23	50.0
Highlands	58	26	44.8	.34 "	2	7.7
Hillsborough	103	53	51.4	3.75 "	42	40.8
Lake	96	71	74.0	.64 "	55	77.5
Lee	39	34	81.2	.13 "	22	64.7
Manatee	166	123	74.1	.15 "	31	25.2
Martin	89	43	48.3	.66 "	7	16.3
Okeechobee	30	19	63.3	.32 "	10	52.6
Orange	313	157	50.2	.33 "	89	56.7
Palm Beach	608	450	74.0	.50 "	153	34.0
Polk	724	320	44.2	1.49 "	94	29.4
St. Johns	95	53	55.8	.45 "	14	26.4
St. Lucie	87	30	34.5	.19 "	24	80.0
Sarasota	16	15	93.8	.13 "	0	0.0
Seminole	155	7	4.5	.31 "	4	57.1
TOTAL FOR COMPENSATORY COUNTIES	4152	2072	49.9*	.79 Mile	855	41.3

*Percentage of those whose children are enrolled in school in the same county.

**Percentage of those whose children ride the school bus.

--Information not available.

ls s	Number of reporting schools that provide bus transportation for migratory students	Number of reporting schools that adjust bus stops to accommodate migratory students	
		N	%
	3	2	66.7
	--	--	--
	8	8	100.0
	--	--	--
	5	5	100.0
	3	3	100.0
	10	7	70.0
	11	0	0.0
	36	0	0.0
	10	0	0.0
	17	14	82.4
	--	--	--
	--	--	--
	21	0	0.0
	22	12	54.5
	36	20	55.6
	--	--	--
	12	12	100.0
	11	10	90.0
	2	2	100.0
	197	95	48.2

reasonable to expect that efforts to meet the needs of the migratory pupil ought to be greater in compensatory counties than in counties that do not receive supplementary funds. Notice also, that in four compensatory counties, none of the reporting schools adjust the location of bus stops. One of these four counties also has the highest mean distance to the bus stop. The mean distance for the twenty counties is very close to the state average--.79 miles. And again the standard deviation is very large, indicating that there is little clustering of the data about the mean.

Adjusting the location of bus stops to accomodate migratory pupils certainly complicates routing procedures, especially if the adjustments are needed only a short period of time during the middle of the year. Despite the complication, however, schools should re-examine routing procedures in terms of known areas of migrant housing in order to remove basic obstacles in school attendance. This is particularly true in compensatory counties that receive supplementary funds.

Free lunch programs. A high percentage of responding schools indicate that they provide free lunches for migratory pupils. Table CXI summarizes the responses of individual schools from questions related to free-lunch programs. A breakdown of responses by county is given in Table CXIII. Table CXII summarizes the responses of Adult Migrant Workers from questions related to the participation of their children in free-lunch programs. Table CXIII provides a breakdown of responses by county.

TABLE CXI

A COMPARISON OF THE NUMBER OF RESPONDING SCHOOLS THAT PROVIDE FREE LUNCHES TO THE NUMBER THAT HAVE HAD TO REJECT FREE-LUNCH APPLICATIONS, AS REPORTED BY INDIVIDUAL SCHOOLS

	Provide free lunches		Have had to reject appl.
Number	220	Number	29
Percent	76.7	Percent	10.28
n=282		n=220	

TABLE CXII

STATEWIDE SUMMARY OF THE RESPONSES OF ADULT MIGRANT WORKERS RELATED TO FREE-LUNCH PROGRAMS FOR THEIR CHILDREN

Number whose children are enrolled in sch.	Children receive lunch		Children Rejected		Number of Rejected Children
4750	1363	28.7	306	6.4	699

Of 282 responding schools, 220 (76.7%) provided free lunches for migratory pupils. Only 29 (10.3%) indicated that it was necessary for some reason to reject applications for free lunches. These results indicate that Florida schools are doing a good job in meeting the needs of migratory pupils for lunches in school.

The responses of adult migrant workers are in very close agreement with the responses of the schools. Of 4,750 interviewees whose children are enrolled in school, the children of 1.363 of them (28.7%) receive free lunches. The number of applicants that have been rejected is minimal--only 306 interviewees (6.4% of those with children in school) indicated that any of their children have been denied participation in the free-lunch program. This number of respondents accounts for the rejection of 699 individual pupils. An estimate of the number of children that may have been rejected for free-lunch programs throughout the state of Florida is approximately 2000. This estimate was derived using data obtained from adult migrant workers in conjunction with the total enrollment of migratory pupils as reported by individual schools.

$$\frac{\text{Number of Children Rejected (AMW)}}{\text{Total Children Age 5-17 (AMW)}} = \frac{699}{16{,}878} = 4.14\%$$

$$\begin{array}{l} \text{Total} \\ \text{School} \\ \text{Enrollment} \end{array} \quad X\% = 45{,}826 \ \text{X} \ .0414 = 1{,}897.6$$

This estimate suggests that Florida schools are doing an adequate job of providing free lunches for migratory pupils.

As with transportation, funds for free-lunch or reduced-lunch programs are available to all Florida.Counties participating in the compensatory program could request additional funds for lunches in the proposals submitted by the county to the State Department of Education. However, not all counties requested funds to be earmarked for free lunches.

Because the compensatory counties receive supplementary funds for the educational needs of migratory pupils, it is interesting to compare the results of the schools responses in compensatory counties to the responses from the state as a whole. Table CXIII summarizes the responses of individual schools and adult migrant workers for results obtained within the Compensatory counties in regard to questions related to free-lunch programs.

Notice that the percentage of interviewees whose children receive free lunches is slightly higher in these counties--30.6% as opposed to 28.7. The percentage of interviewees whose children have been rejected for the program is approximately the same as the statewide figure. It seems that the percentage of rejections should be lower in these counties since additional funds are available, some of which could be earmarked specifically for lunch programs if the counties so requested.

The number of pupils whose applications were rejected for some reason is slightly higher in the compensatory counties than throughout

TABLE CXIII

SUMMARY OF INFORMATION RELATED TO FREE LUNCH PROGRAMS FOR MIGRATORY PUPILS IN COUNTIES THAT PARTICIPATE IN THE FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

County	Number of individuals whose children are enrolled in the same county	No. whose children receive free lunch		No. whose children have been rejected for free lunch		Number of children rejected, as reported by AMW
		N	%	N	%	
Broward	683	286	41.9	51	7.5	116
Collier	382	112	29.3	27	7.1	55
Dade	254	160	63.0	8	3.14	22
Desoto	6	4	66.7	5	83.3	13
Hardee	183	19	10.4	7	3.82	17
Hendry	65	17	26.2	4	6.15	14
Highlands	58	10	17.2	2	3.44	3
Hillsborough	103	3	13.0	0	0	0
Lake	96	29	30.2	22	22.9	48
Lee	39	26	66.7	1	2.56	1
Manatee	166	72	43.4	16	9.63	42
Martin	89	49	55.0	1	1.1	2
Okeechobee	30	23	76.7	4	13.3	6
Orange	313	27	8.6	22	7.0	63
P. Beach	608	171	28.1	54	8.9	96
Polk	724	115	15.9	29	4.0	86
St. Johns	95	15	15.8	4	4.2	14
St. Lucie	87	65	74.7	0	0	0
Sarasota	16	13	81.2	2	12.5	10
Seminole	155	54	34.83	3	1.9	7
	4152	1270	30.6	262	6.3	615

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*Percentage of those whose children are enrolled in school in the same county.

--Information not available

No. of reporting schools that provide free lunches	No. of reporting schools that had to reject applications		No of children rejected as reported by ISO
	N	%	
10	1	10.0	5
--	--	--	--
14	1	7.1	2
--	--	--	--
5	1	20.0	3
3	1	33.3	1
8	0	0	0
12	0	0	0
14	0	0	0
11	1	9.1	25
14	1	7.1	--
--	--	--	--
--	--	--	--
18	1.2	66.7	183
25	2	8.0	8
39	4	10.0	13
--	--	--	--
12	0	0	0
10	2	40.0	10
3	1	33.3	4
188	24	12.8	254

the state. Statewide, 264 pupils were rejected by 29 schools, yielding a mean rejection rate of 9.1 per school. In the compensatory counties, 254 pupils were rejected by 24 schools, yielding a mean rejection rate of 10.5 per school. Notice, however, that a disproportionately large number of these rejections were reported in a single county (See Table CXIII).When the data from this county is not included, the mean rate of rejections drops to 5.9 per school--considerably lower than the statewide figure. The large number of rejections reported by one of the compensatory counties may have resulted from an ambiguity in possible responses--this county offers a reduced-lunch program in addition to a free-lunch program. Notice that the percentage of adult migrant workers whose children have been rejected for participation in the free lunch program in this county is only slightly higher in this county (7.0%) than the percentage for the twenty counties combined--(6.3%), as shown in Table CXIII.

Florida counties appear to be doing an adequate job of meeting the free-lunch needs of the migratory child. The compensatory counties, with one possible exception, appear to be doing an even better job. However, with lunch monies available from so many sources there appears to be no reason for migratory pupils to go hungry at school.

Use of adult migrants as teacher aides. Efforts designed to increase the effectiveness of educational programs for migratory pupils must consider that some of the most important components will be extra-educational. There is pressure on the school to extend opportunity to all members of the disadvantaged community and to prepare all residents for functioning in our complex society. Utilization of adult migrant workers as teacher aides therefore would seem to offer specific benefits to the educational programs, involving not only the pupils enrolled in school but also reaching out to adults in the larger community.

Educational programs that employ adult migrants as teacher aides incorporate a mechanism to help achieve some of the major objectives of programs for disadvantaged youth: (1) parental and adult involvement in the school program; (2) opening lines for informal communication between the school and the community; (3) reinforcing the image of the school as a helping agency; and (4) providing appropriate models with which the children can identify in school. Recruiting, training, and achieving mutually satisfactory personnel policies is not a simple matter. However, the long range benefits to the school and to the migrant community appear to be great indeed.

Because the adult migrant is from the community of the pupil, this adult is better able to "translate" the world of the school into the experiences and mental models of the child. The adult migrant is therefore particularly helpful in building rapport with the pupil and helping the pupil relate to the school. With careful planning, utilization of adult migrants as teacher aides might also provide a vehicle by which a degree of continuity might be maintained for a segment of the migrant community as it moves along the migrant stream. In addition to the benefits that accrue to the migrant worker himself--usually his proficiency in reading and language skills is increased. He is also provided an opportunity for employment outside the migrant stream, which may include educational fringe benefits such as the opportunity to earn an equivalency high school diploma. It should be remembered that 75.3% of adult migrants interviewed in this survey indicated they would like to stop migrating.

Figure 47 summarizes the responses of individual schools to the question of whether adult migrants were employed as teacher aides. Notice that all schools employing adult migrants as aides are members of the Compensatory Program. Notice that 56.9% of the responding schools in the compensatory counties utilize teacher-aides, but do not employ adult migrants. Schools were not asked to describe how their teacher aides are utilized in the school program; therefore no generalization can be made about whether or not adult migrants would appear to fit into the over-all design of the program.

However, it does appear that an increased utilization of adult migrant workers ought to be given serious consideration as counties design, recruit personnel, and implement their programs. This would be especially true if early childhood education centers are being instituted. At the pre-school level, effective programs can be implemented with well-trained paraprofessionals, such as teacher aides, under the supervision of a certified teacher. Adult migrants would tend to be particularly useful in facilitating the transition of the young migratory child from the migrant community to the school setting.

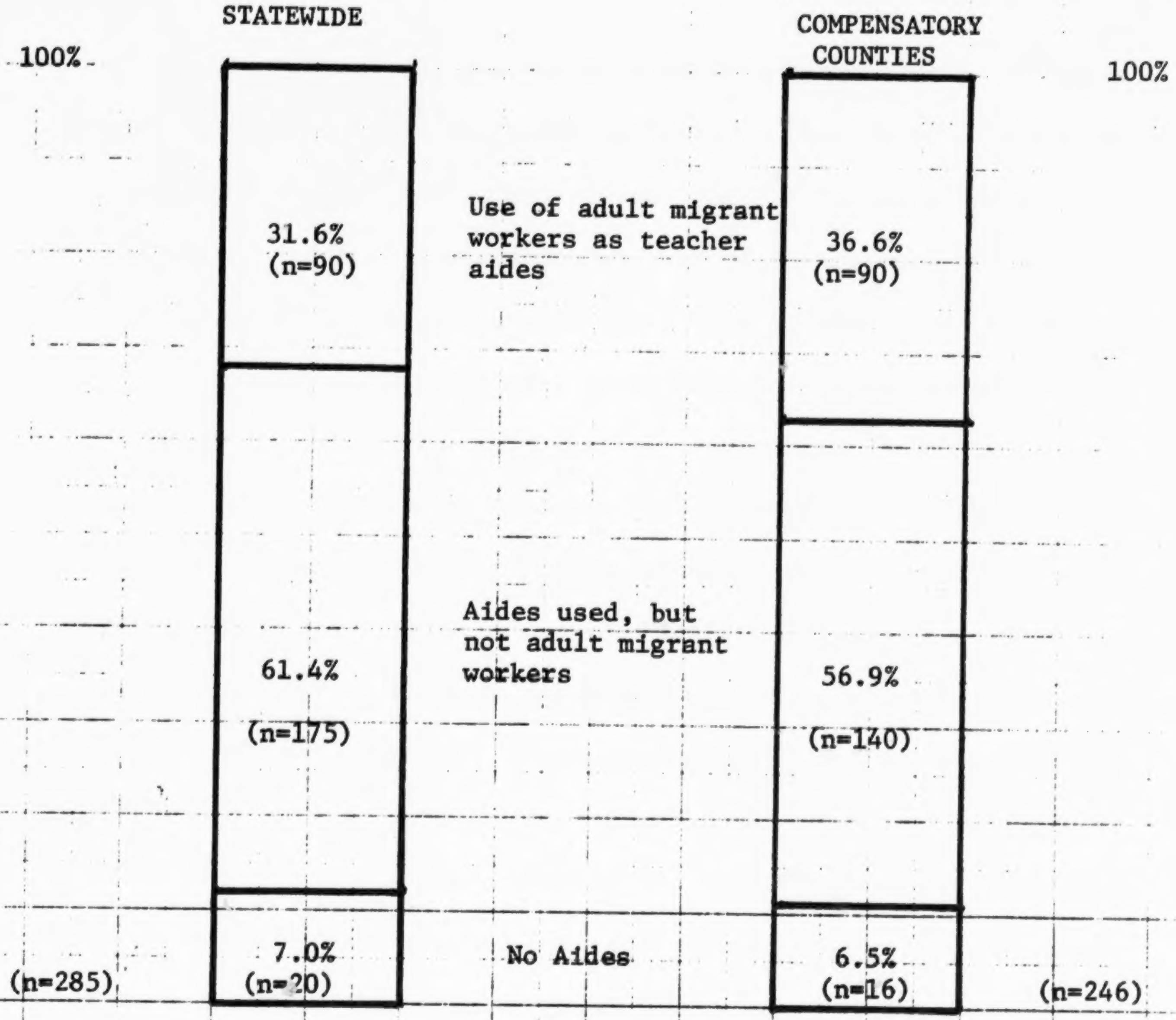

FIGURE 47

USE OF ADULT MIGRANT WORKERS AS TEACHER AIDES

Programs. The purpose of federal legislation providing funds for the education of migratory pupils is to channel additional funds into schools and school systems that serve migratory pupils in order to increase the efficiency of the educational programs in which migratory pupils participate. The purpose of these additional programs is to provide resources beyond those already available, and to compensate migratory pupils for the education missed as they move from area to area and from school to school.

Schools throughout the state were asked to indicate whether or not special programs that benefited migratory pupils were operational in their schools, even if these programs were not earmarked specifically for pupils that comply with the federal definition of "migratory pupil." In addition, schools were also asked to estimate the number of migratory pupils that benefited from participation in special programs of any kind.

Table CXIV summarizes the responses of individual schools to items related to special programs. Information is given separately for the state as a whole, and for the twenty compensatory counties.

Notice that the twenty compensatory counties account for 35,351 students out of 37,730 reported statewide. This is 94.2% of the total reported enrollment of migratory pupils in the state of Florida. The total number of individual (or different) migratory pupils was determined by summing the new enrollments reported each month. Some pupils will have been counted more than one time--as when transfers between schools within the state of Florida occur.

TABLE CXIV

PARTICIPATION OF MIGRATORY PUPILS IN SPECIAL PROGRAMS, AS REPORTED TO INDIVIDUAL SCHOOLS

Responses by Individual Schools	Schools That Offer Special Programs	
	Statewide	Compensatory Counties
No. Responding	399	301
No. w/Programs	245	211
(percent)	(61.4)	(70.1)
Total Reported Migratory Enrollment	37,730	35,531
Estimated No. of Migratory Participants	17,363	16,248
(percent)	(46.0)	(46.6)

This number is the best count available of the total number of different migratory pupils that pass through Florida school systems, however; and accurately represents the new-enrollment volume that must be absorbed into operational programs.

Only 399 schools throughout the state, and 301 schools in the compensatory counties provided this survey with information regarding the number of migratory pupils that participate in special programs.

Statewide, 245 schools (61.4% of responding schools), offer special programs in which migratory pupils participate. In the compensatory counties, the percentage is slightly higher--211 schools (70.1% of responding schools in compensatory counties) report offering special programs. Since these special programs include all programs that benefit disadvantaged students, including the free lunch program which derives funds from several sources, it therefore appears that the percentage of schools offering special programs from within counties which receive supplementary funds is not significantly larger than the statewide percentage. Since additional funds are available to meet major needs of migratory pupils, a larger percentage of schools within counties that participate in the compensatory program should be expected to offer special programs.

Not all of the counties that participate in the compensatory program submitted proposals for the development of programs to specifically benefit migratory pupils. A number of special programs were already available for the disadvantaged in some counties, and it was felt that the needs of the migratory child were being met through such programs. Recall, however, that the question stipulated that programs need not be designed and implemented specifically for migratory pupils, but only that migratory pupils participate in programs designed to meet the needs of any pupils with membership in a disadvantaged group.

During the 1968-69 academic year funds to implement special programs were available through proposals submitted to the State Department of Education. Information is not available as to whether or not proposals were submitted by the schools (or school systems) that do not offer special programs.

It should be remembered that the compensatory program is in its infancy in Florida, and will undoubtedly evidence stronger participation as the individual schools and county offices gain increasing experience in designing programs to meet the unique needs of migratory pupils.

Statewide, 46.0% of the reported migratory pupil enrollment were participating in special programs. In the compensatory counties, 46.6% of the reported migratory pupil enrollment were participating in special programs. It seems that the percentage of pupils participating in special programs should be much higher in counties receiving supplementary funds than in the state as a whole.

Results from the responses of individual schools regarding the participation of migratory pupils in special programs suggests that Florida counties with significant numbers of migratory pupils should exhibit a greater effort in the design and implementation of programs that would include a greater percentage of the total migratory pupil enrollment. Since 94.2% of the total reported enrollment of migratory pupils in the state of Florida are reported as enrolled in the counties participating in the compensatory program, it seems reasonable that a much greater percentage of the total enrollment than 46.6% should have specially designed programs available to them, in order to compensate for the disruption and discontinuity in the educational experiences of migratory pupils.

Unique programs. Educational and psychological research convincingly indicates that school programs or educational innovation is made effective when planned and implemented at the individual school level, and when designing involves the faculty and staff of the school in the design of the program. There is repeated evidence indicating that no real change occurs in the educational system until the teacher in the classroom understands, believes in and implements the change. But despite the overwhelming evidence with which all educators are familiar, the fact still remains that special programs are usually originated at some upper level in the administrative echelon, and individual schools are then incorporated "into" the program.

Individual schools were asked if any program that benefited migratory pupils had been originated in their school. In addition, they were asked the number of migratory pupils that participated in these programs that were unique in their school. The responses to these questions are summarized in Table CXV, separately for the state as a whole and for the twenty compensatory counties.

TABLE CXV

PARTICIPATION OF MIGRATORY PUPILS IN SPECIAL PROGRAMS THAT ARE UNIQUE TO THE SCHOOL IN WHICH THE PUPILS ARE ENROLLED

Responses By Individual Schools	Schools That Offer Unique Programs	
	Statewide	Compensatory Programs
No responding	380	282
No. of Unique Programs	49	49
(percent)	(12.9)	(17.4)
Estimated No. of Migratory Participants	2436	2436
(percent)*	(6.4)	(6.8)

* Based on Total reported Migratory enrollment, see Table 8.11.

Of 380 schools throughout the state that responded to this question only 49 (12.9%) indicated that their school had originated unique programs. Also notice that all 49 schools with unique programs were from counties that participate in the compensatory program. Despite the fact that all reported unique programs originated in compensatory countues, the percentage of responding schools with unique programs was only 17.4% (See Table CXV).

These results indicate that the implementation of programs for migratory pupils is largely a "top-down" phenomenon. Program development and administration appear to originate in the central administrative office and "flow down" to the individual schools.

The scarcity of programs at the individual school level cannot be interpreted as either a lack of initiative or a lack of creativity on the part of schools that serve migratory pupils, however. It appears that the thrust for program development follows the channels of funding. Since most special programs are funded directly (indirectly) by the Federal Government, funds for program development and implementation are more often channeled through the systems' administrative offices than directly to individual schools. This may facilitate planning for resource allocation and simplify administrative procedures--but it tends to remove from the decision making process the very people who are most likely to be familiar with needs of the group to be benefited.

Since all schools with unique programs are in compensatory counties, the total number of migratory pupils participating in unique programs are also in these counties. Notice, however, that only 2,436 or 35,531 pupils (6.8%) are benefiting from programs originating in the schools they attend. Personnel at the schools they attend, and particularly the teachers who face the dilemma of transiency and discontinuity, might more accurately diagnose the needs of the child and write an educational prescription tailored to his individual needs.

One effort, then, that counties might extend on behalf of the migratory pupil would be to structure the program finances in such a way that funds would be available to encourage the development of ideas and programs by individual schools and individual teachers. This tends to encourage independent, creative action by teachers; to reward it with assistance when requested, and recognition when deserved.

In summary, then, Figure 48 shows that the greatest percentage of schools offering transportation and free lunches. More than half of the responding schools offer special programs in which migratory pupils participate, but only approximately 13% offer unique programs that originate at the individual school level. The types of services offered appear to be operative in inverse proportion to proximity to the student; i.e., programs developed remotely from the individual nature and unique needs of the pupil are reported with greatest frequency, while programs developed in close proximity to the individual nature and unique needs of the pupil are reported with only limited frequencies.

There are undoubtedly a number of reasons why these percentages occur in the ways that they do. First, funds for transportation and

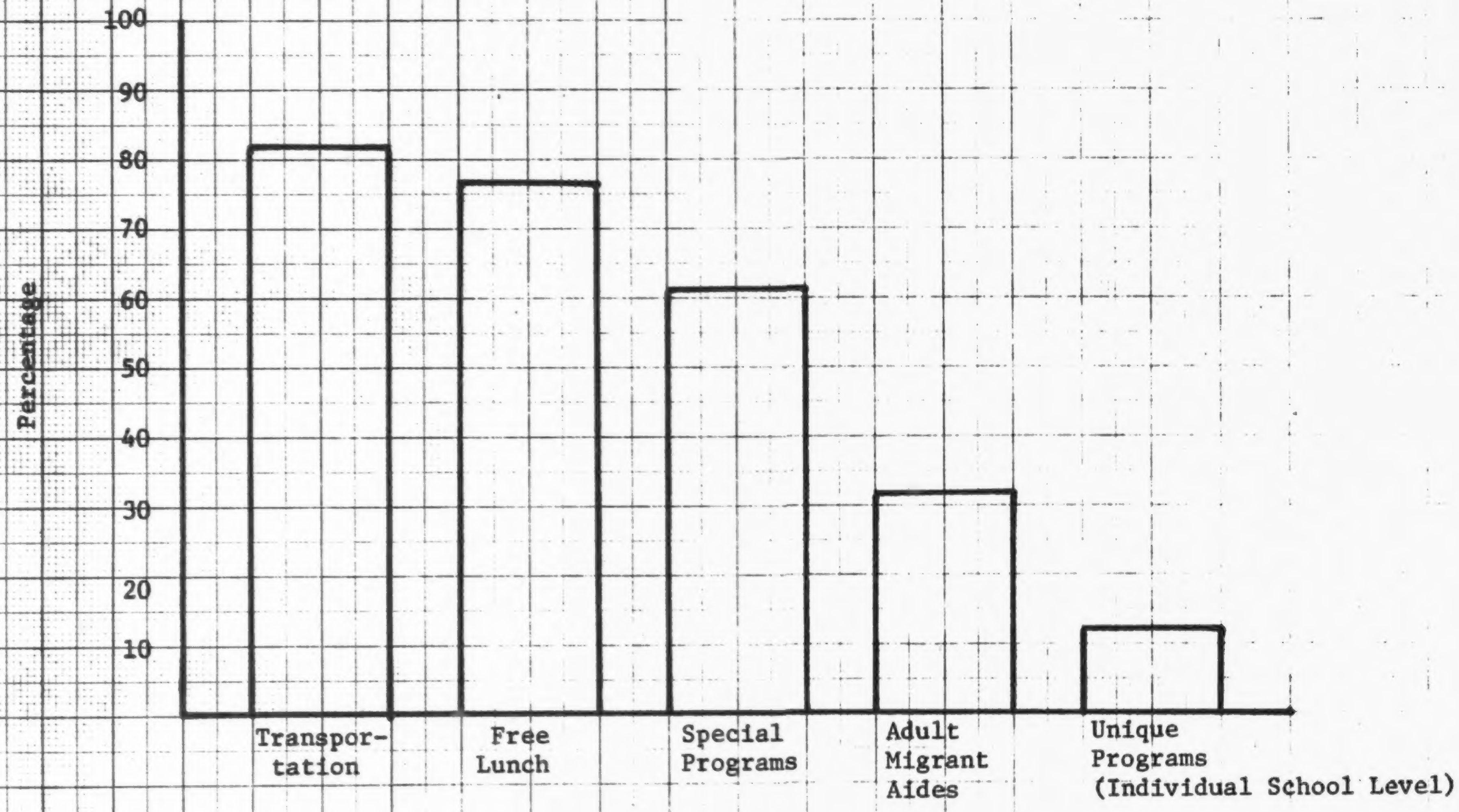

FIGURE 48

PERCENTAGE OF SCHOOLS OFFERING SERVICES FOR MIGRATORY PUPILS lunches are available from several sources and have been available to schools for several years. The administrative and utilization procedures have been well worked out, and schools are accustomed to providing for needs in these areas.

Special programs that benefit migratory pupils, including those for disadvantaged in general, evidence the third highest percentage. Funds to encourage the development of programs for disadvantaged youth have been available less than those for transportation and lunches, but longer than funds for migratory pupil education. Consequently, schools have programs for disadvantaged pupils that may have been operative as long as three or more years.

The low frequency of unique programs demonstrates the tendency to develop programs in relative isolation from the subject for whom the program is intended. This is true of most programs for disadvantaged pupils and is not characteristic only of programs for migratory pupils. However, the needs of the pupils will best be met when a marked creativity is evidenced in the design of programs based on unique and personal knowledge of (and experiences with) the defined group of pupils.

VI. TYPES OF PROGRAMS SERVING MIGRATORY PUPILS

A discussion of county efforts to meet the educational needs of migratory pupils should focus upon the educational program. Efforts to meet basic needs are essential--and the reasons for this have been previously discussed. But, while efforts to meet basic needs may often respond simply to additional dollars, efforts to meet educational needs of a more sophisticated nature require not only additional funds--but a tremendous outpouring of innovative thought and organization.

The purpose of the school is the education of children--and therefore central to all its efforts must be increasing the effectiveness of educational programs for all children. The emphasis that has been placed on disadvantaged groups, and the resources that have rather recently become available for research and development in the area of compensatory education, has resulted in a great deal of spin-off that benefits the total school population. These resources have made it possible to pursue innovation and restructuring of the educational program that demands greater creativity and perseverance.

Table CXVI provides a list of the types of programs being offered by Florida schools, including those programs that originate at the individual school level. In many cases, information provided by schools and/or county offices was too general to be of any use. Frequently, the names of programs were not provided or were so abbreviated as to be of no use, (e.g., E.S.E.A., Migratory Compensatory Program, etc.). Wherever possible, descriptions or names of programs provided by the schools were placed into specified categories. No absolute frequencies have been assigned to the types of programs because so many of the responses were not usable; however, the rank order shown can probably be considered to be representative of the true

TABLE CXVI

TYPES OF PROGRAMS BENEFITTING MIGRATORY PUPILS, IN ORDER OF DECREASING REPORTED FREQUENCY

1. Language arts programs
2. Utilization of Teacher aides
3. Pre-school programs
4. Enrichment programs
5. Special classes
6. Community involvement
7. Family living courses
8. Tutoring services
9. Home-school Liason Personnel (coordination of services, health clinic)
10. Earn and Learn Programs
11. Nutritional Supplements (other than free lunch)
12. Special guidance
13. Vocational Programs
14. Math Programs
15. Social Security Numbers
16. Projects by Individual teachers
17. English as a Second language
18. Curriculum Development

rank order. As best as could be determined from the information provided, the categories of programs shown in Table are those into which reported programs best fit. They are listed in order of decreasing frequency of occurrence.

There are many interesting programs operational for migratory pupils in the state of Florida. Each of them is slightly unique because it reflects the personalities of the people who designed and implemented it. Unfortunately, some of the more interesting or more critical programs were reported with minimal frequencies.

Several programs will be discussed at greater length because thay are of particular interest. Some of them are of interest because they seem to be attempting to cope with "here-and-now" practical problems faced by the migrant worker and his family. Others are of interest because they appear to incorporate mechanisms by which to accomplish some of the major objectives of programs for the disadvantaged. A few are of special interest because they approach compensatory education through the esthetic realm.

Language arts programs. Programs included in this category include special reading programs and classes, special reading personnel, and programs to develop language arts and library facilities.

On a statewide basis, the greatest emphasis has been placed upon language arts. This is probably the result of several factors. Migratory pupils, as well as disadvantaged pupils in general, have been found to evidence marked reading disabilities. Since much success in school is strongly related to success in reading, it is reasonable that a great deal of emphasis be placed upon increasing success in reading. In addition, monies for reading programs and personnel are currently available from several sources.

Utilization of teacher aides. This type of program was reported with second greatest frequency. One of the primary uses of teacher aides is to relieve part of the onus of non-professional duties from the professional hours of the teacher. However, teacher aides may be utilized in very creative ways that strongly complement the education program. This sometimes requires a marked degree of re-education of the classroom teacher. Aides are particularly useful in classes where the methodology is less teacher-centered and more pupil-centered. Teacher aides are most valuable where teachers have taken themselves out of the center of the classroom, and have instituted individualized learning activities.

The use of teacher aides has become fairly widespread, but these aides are not necessarily recruited from the population of students with whom the aides work. While it is not necessary to employ aides exclusively from the subculture of the student, it is very important to provide models in the school from the subculture of the pupil. These models are particularly effective when seen by students to be functioning in more than a menial capacity. Unfortunately, only 31.6% of the schools that employ teacher aides employ adult migrants for these positions. In the compensatory counties, the percentage was higher, but still only 36.6%.

Pre-school programs. The number of kindergartens available to all pupils has greatly increased during this past academic year because of legislation passed during the special session for education by the Florida legislature in 1968. A number of systems have added or are adding kindergarten facilities so that pre-school programs will be available to most 5-year old children throughout the state in the very near future. Some pre-school programs were operated exclusively for migratory pupils, but few of these are currently operating as a part of the school system. The critical need for early childhood education centers is self-evident, and the relatively high frequencies with which pre-school programs were reported is encouraging.

Enrichment programs. These programs include programs in music, art, creative expression, field trips, radio, T. V., etc. These were reported with fourth greatest frequency across the state.

This type of activity is frequently recommended for incorporation into programs for the disadvantaged. Most disadvantaged children are described as deficient in the types of experiences that tend to make middle-class children more successful in school. Enrichment and fine arts programs are attempts to provide experiences for children that compensate for the limited horizons of their early years. Such experiences are thought to be of benefit in improving the success of the pupil in school, as well as to improve his later ability to function in the society of mainstream America.

Some programs utilize the "Fine Arts" approach to improving the language arts of the child. This provides the child an opportunity to express himself in terms, thoughts, and pictures relevant to his own life. Such programs also benefit teachers because they are able to become better acquainted with the migrant "world" and therefore better able to relate to the child in a meaningful way.

Special classes. This category includes programs that were described as special grouping, transition classes (from the time of entry till the child's grade-level or achievement-level can be determined), and classes for low achievers. These types of classes tend to distribute across the spectrum of the curriculum, and often reflect a structural or organizational innovation in the school such as non-gradedness. This suggests an increased flexibility in attempting to meet the individual pupil where he is when he enters the school.

Community involvement. Programs in this category include sponsoring community activities such as special interest groups for adult migrants, (e.g., art and garden clubs, library and voluntary language development, etc.); special interest groups for the pupils such as boy scouts and girl scouts; regular meetings with parents to explain educational programs and objectives; and direct involvement of the adult migrant in the school program on a volunteer basis.

A few schools reported seeking adult migrant workers to assist in the schools. (This particular program or a related version, was reported with very low frequency.) Parents served on a voluntary basis, and were premitted to participate for what ever length of time and upon whatever schedule they were available. The program requires a great deal of work on the part of the school. Much patience must be shown with the adult migrant volunteers. Each must participate in an in-service training program. The abilities and proficiencies of the volunteer must be ascertained in order to place the volunteer in a position where he can offer genuine service to the school program. The expected long-term results appear to warrant the patience, the intricate scheduling and the intense efforts that this type of program requires.

The program is most effective when every parent or interested volunteer is utilized--even if they can volunteer for only short periods of time and attend only at irregular intervals. The adult migrants tend to discuss their participation with each other, and the number of volunteers tends to increase with time (except when a lot of work is available in the fields).

Programs that incorporate the mechanism to encourage participation of adult migrants in the school program are of great value--both immediate and long range. It is of benefit to the school system because these volunteers can be of genuine supportive assistance to teachers, particularly if the initial training as well as interpersonal relationships are carefully worked out. It is certainly of benefit to the pupils because it provides models in the school for the pupils from their own communities. And it is of benefit to the adult migrant volunteer who usually evidences an increased proficiency in language and reading skills. It also demonstrates very convincingly that adult migrant workers are concerned about the school and school programs. It demonstrates that they can and will volunteer to participate if the school is flexible enough to permit them to serve on their own terms. They cannot be expected to come at night after 10 hours in the hot sun. They will not come if they are made to feel unwelcome--or that they cannot be of any real assistance that demands proficiencies they do not possess.

But they will participate faithfully and enthusiastically when the school will meet them half-way. When the school will accept their limitation, the parents of migratory pupils will respond.

Tutoring services. This includes programs that are operational after school hours as well as during school hours. Tutoring may be performed by either teachers or by fellow students in a number of discipline areas. This is an extremely valuable program.

Family living courses. This includes courses in home-making, cooking, sewing, decorating, nutrition, child care, etc. Programs in family living, particularly at the elementary level, will be discussed later.

Category seven and eight were reported with approximately equal frequency.

Home-school liason personnel. This includes programs that utilize Visiting Teachers and/or Social workers. These programs are geared to individual handling of the problems of individual students or families. One of the primary objectives of this type of program is to get the pupil enrolled in school in the first place; then hold him in school if at all possible. These programs frequently provide coordinating efforts between the various agencies that serve migratory workers or other disadvantaged groups, and often arrange contacts, appointments and transportation for pupils and/or their parents to agencies that can meet their particular set of needs. One major function is obtaining health care and clothing for pupils where necessary. The programs have demonstrated some success in increasing the number of pupils enrolled.

Earn and learn programs. These include the related activities such as Neighborhood Youth Corp, Job Opportunity, Work-Study Programs, etc. The objective of these programs is to provide an opportunity for the pupil to earn a wage while attending school, thereby attempting to alleviate a part of the economic strain that frequently forces or precipitates the drop-out prevention strategies, this appears to meet real economic needs for migratory pupils, even at the elementary level. Recall that more that 50% of these pupils never enter the seventh grade. Therefore, this type of program is particularly useful, even as a drop-out prevention strategy, for migratory pupils 12 or more years of age.

Programs of this type appear to be oriented at dealing squarely with the essence of one of the primary problems of the migrant family and, therefore, the relatively low frequency with which they were reported is somewhat disappointing.

Some of these programs permit the child to earn money during a part of the hours he would normally attend school--i.e., the pupil attends school for three to four hours per day, and works for the remaining hours. Three to four hours in school each day are certainly better than no hours in school. In other types of programs, employment is arranged during non-school hours.

Benefits to both the pupil and the school are greatest when programs are carried out in conjunction with instruction and assistance in the use of banking facilities, savings accounts, etc. Where migratory pupils are involved, (they must be 12 or more years of age), children can be assisted and instructed in taking out working papers,as well as obtaining social security numbers. Frequently employment obtained through programs of this sort also involve an introduction to salary schedules by which payment is received every two weeks or once a month as opposed to the daily or weekly salary arrangement of migrant workers. This is a very pragmatic lesson in the economics of mainstream America, and introduces the child to planning and budgeting (A critical need) at a relatively young age.

The two following categories, were reported with approximately equal frequency.

Nutritional supplements (other than free-lunch programs). Programs in this category include free breakfast at school, free milk, and vitamin supplements. School breakfasts and free milk programs are additional efforts on the part of the schoool to deal with the basic needs of migratory pupils. A child cannot concentrate and do an adequate job in school if he is hungry. Therefore, satisfy his physiological needs first and then attempt to reach him on an intellectual or psychological level.

Vitamin supplements appear to be a very sensible way of providing for nutritional needs of the child even when he is not in school. If vitamin supplements also contain mineral supplements, the over-all nutritional needs of the child will be very well provided for.

Guidance programs. Specialized guidance programs for the disadvantaged are becoming increasingly evident, particularly at the elementary level. This philosophy is to help establish rapport and a favorable relationship between the pupil and the school, and to help the pupil see the school as a helping agency rather than a punitive one that has offered him only unpleasant experiences and failure. Among other objectives, special counseling at the secondary level is aimed at reducing drop-outs. A part of the counselor's task, particularly at the elementary level, is to help teachers establish favorable learning climates in the classroom. This is recognition of the critical role of affective variables in the learning process.

Vocational programs. This category includes vocational education, vocational rehabilitation, or courses described as related to vocational orientation.

Vocational programs were reported with rather low frequency.

Vocational orientation and courses in family living are probably two of the most critical areas of the curriculum for the migratory pupil. The low reported frequencies may be partially a function of a high drop-out rate that occurs prior to secondary school. Courses of this type are usually not offered until junior and senior high schools. They are valuable at any level, but they meet a unique need when made available to migratory pupils in elementary school.

It should be recalled again that most migratory pupils do not enter secondary schools where vocational training, vocational orientation, home making, family and child care, nutritional education, etc. , are a standard part of the curriculum to which all students are exposed. He therefore misses portions of the curriculum that are particularly critical for the disadvantaged student. Both boys and girls should be exposed to a number of vocational options because many of them wish to leave the migrant stream. Facts of vocational education and family living are critical in the school's role in breaking the cycle of poverty and illiteracy.

Math programs. Very little emphasis appears to have been placed upon mathematics in compensatory education programs. Only a limited number of schools reported programs in this area. Literature on the disadvantaged student suggests that the pupil can often perform successfully in the area of mathematics, primarily because it tends to be more free of social connotations and less dependent upon specified types of social experiences and identifications than do other types of courses. The low frequency of programs reported in mathematics may be the result of several factors. Mathematics may simply be given low priority in special programs for the disadvantaged; it may be felt that the need for remedial math is not as great as the need for other types of programs and services. It may be felt that the teaching of mathematics does not require a special program or a special design. Perhaps greater attention will be given to math as programs in language arts evidence greater success. It may also be that there are fewer sources of funds for specialized mathematics personnel than for other types of supportive or liaison personnel.

Social Security numbers. This service appears to be of great benefit, both to the pupil and to the school system. The greatest benefit to the school system is establishing a positive means of identification for students. As usage of the standard transfer-of-records between schools serving migratory pupils increases, identifying pupils by social security numbers would establish reliable identification for the pupil as he moves from area to area.

In addition to benefits derived by students through positive record identification, students may also receive instruction in the use and benefits of the social security system. In attempting to meet the needs of adult migratory farm workers, one of the major problems has been that either they do not register and pay social security, or they register without fully understanding the system--its function and benefits--and lose their cards and numbers. Instructing the children in what the social security system is, how it is applied for, what benefits it offers, how information can be obtained, how contact offices can be located, etc., is probably the most effective (even though indirect) method of reaching the adult migrant with this information. Certainly the pupil himself will be more likely to continue the proper use of the card and the system if the school provides orientation for him.

The last three categories of programs were reported with approximately equal low frequency.

Projects by individual teachers. In a very few cases (and almost all them occuring in a single county) schools reported that teachers designed individual projects and programs to meet the needs of the pupils in their own classes. As was previously pointed out, channels of funding appear to permit very little latitude for projects designed by individual teachers for specific groups of pupils. The result of funding arrangements that exclude the teacher is to make the most knowledgeable person remote from the decision making process, and to isolate program design from the pupil by one or more layers in the organizational hierarchy.

Orientation in English. This includes courses in English as a second language. It was pointed out in Chpater that approximately 10 Florida counties evidence migrant populations in which 50% or more were members of the Spanish-American ethnic group. Estimates of the percentages of migratory pupils in their school that were members of each ethnic group were in close agreement with the percentages determined by interviews with adult migrant workers. While only

9.8% of the adult migrant workers indicated that language constituted a problem for their children, 46.5% of these responses were accounted by the 10 counties with a predominantly Spanish-American population. The data suggests that there is a much greater need for programs in English than was evidenced by the programs reported as operational by schools. Counties with heavy populations of migrants from a Spanish-American ethnic group ought to give greater consideration to developing and implementing English programs.

In addition, utilization of techniques of English as a second language have been found to be fairly successful in the development of language arts program for disadvantaged pupils born in the United States but suffering marked dialect handicaps.

Curriculum development. Broad-based programs were reported with minimal frequency. The need most relevant to the purpose of the school and the area that, in the long run, will yield the only telling and meaningful results in the education of migratory children is receiving the least attention. The success or failure of a compensatory program will be determined by its curriculum.

The curriculum needs to be examined in terms of its structure and its flexibility to insure that in can accomodate the migratory pupil. It also needs to be examined in terms of whether or not the benefits of special programs might tend to neutralize or inhibit specialized results if the two curriculum efforts are not carefully coordinated.

In summary, special programs as described, in conjunction with the rank order of the frequency of occurrence, suggest that schools tend first to meet the basic needs such as food, transportatation and health care (Figure). Second, an intense effort is made to "upgrade" the pupil in order to fit him into some slot in the existing curriculum. This is attempted in two ways--pre-school programs to gear him up for middle-class schools before he enters, and secondly by remedial classes, particularly in reading. However, the loss-rate of migratory pupils indicates that schools are not doing a particularly outstanding job of holding the pupil in school. (Drop-out rate is one of the major criteria by which compensatory curricula must be evaluated.) Therefore, intense efforts are exerted at the opposite end, and programs involving work-study, visiting teachers and guidance counselors are implemented to hold the child in school. In other words, the schools appear to be exerting major efforts to modify the extreme ends of the system and to operate from remediation stations while leaving the main body of the program intact.

For the thousands of migratory pupils in Florida who have long since passed the age for pre-school programs, however, changes and modification in the present curriculum are imperative. There is some urgency in providing for the educational needs of migratory pupils. If the current rate of mechanization proceeds unchanged, farming will be almost completely mechanized in a few years. This means that minimal numbers of the migratory pupils now in school will be able to follow in the migratory stream even if they wish to do so. Jobs will not be available. This is particularly significant in home-base states such as Florida--for it is Florida that will suffer the consequences of massive sociological displacement and unemployment as mechanization proceeds.

Steps must be taken now to aid in the vocational and sociological transition from the migratory stream. The school system is the only agency with which large numbers of migratory pupils come in regular contact. Furthermore, it is an agency with the degree of sophistication required to recognize the onset of a cycle that will not reverse itself, and to recognize this cycle in time to plan in advance to alleviate the consequences.

CHAPTER TEN

ASSESSMENT TESTS FOR ELEMENTARY SCHOOL MIGRANT CHILDREN

Migrant children in Florida average about six months in school and move twice during this brief stay.[1] The difficulty in assimilating migrant children into an ongoing curriculum is at once obvious and frustrating. Not only are the children forced into a new and often incomprehensible environment but the school has little, if any, dependable knowledge as to the most effective initial placement within the classroom.

PROBLEM

The problem of this segment of the migratory child study was to devise simple experimental assessment tests which could be given migrant children upon their entry into a classroom. These tests would give the teacher insights into migrant children's intellectual and social backgrounds and give an indication of their achievement levels. The specific purposes of the experimental assessment tests were to develop instruments:

1. with which the children could feel immediately at home,
2. which would give a rapid but fairly accurate gross estimate of ability,

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[1] E. John Kleinert, A Summary of the Preliminary Report of the Florida Migratory Child Survey Project, Florida Migratory Child Compensatory Program of the Florida State Department of Education, Coral Gables,: School of Education, University of Miami, 1968, p. 32.

3. which would leave the teacher free as much as possible during the testing period, and
4. which would not duplicate tests which are presently doing an adequate job.

These purposes necessitated that the tests utilize concepts familiar to migrant children. That is, the tests would contain cultural aspects which were understandable to the children and would, therefore, draw them into the best responses they were capable of giving.

PROCEDURES

Phase I

The research was divided into two phases. In Phase I five outstanding elementary teachers* of migrant children from South Dade County Florida were chosen to brainstorm test ideas within the framework of their knowledge and understanding of migrant children. The teachers met with the test developers for several hours and began determining testing areas and kinds of tests which would merit construction. These meetings resulted in the development of five assessment devices:

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*Jean C. Bennett
Angela D. Humphrey
Hazel Lambert
Maxine M. Ollis
Jeanne Romine

A Picture of Me - an assessment of social concepts

Readiness for Reading

Grouping for Reading

Arithmetic Readiness

Arithmetic Grouping

These assessment devices were field tested in a summer program for teachers of migrant children. As a result, the arithmetic tests were dropped because they did not fulfill the stated purposes. Specifically, it was found that teachers could determine where children stood in arithmetic concepts without such an instrument.

In the reading and social concepts tests problems arose, such as length of time to do the tests and vocabulary difficulties. On the basis of the information collected during the summer testing and because of the positive responses from teachers and children to these instruments the assessment devices were revised for Phase II.

Phase II

Two University of Miami professors* with expertise in reading and reading/social studies were engaged to help restructure the reading assessment devices with the authors. On the basis of their recommendations, which included changes in vocabulary and other information, the tests were revised.

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*Dr. Charles T. Mangrum
Dr. Lucille B. Strain

Redland Elementary School, which educates large numbers of migrant children, was chosen for the bulk of the testing. Teachers involved in an NDEA Institute for Teachers of Migrant Children, directed by Dr. Cheyney, also tested children and evaluated the tests. Mrs. Jean Bennett, a teacher in Redland Elementary School, a member of the Institute and one of the teachers involved in Phase I of this study, acted as coordinator of the testing in the schools.

The Assessment Tests

Picking Tomatoes

Picking Tomatoes (see Appendix) or Grouping for Reading was designed to determine initial reading placement of children who were to be instructed from standard reading texts. This instrument covers PPI through third grade reading levels. The child is given a sheet of paper with rows of tomatoes which can be flipped up at the stem. On the sheet underneath appears a word. If the child can say the word correctly he marks it with a crayon or pencil. Another child or teacher aide checks to see if he is correct and then marks a crate on a truck accompanying the test if the migrant youngster gives the correct response . When the migrant child misses five in a row or does not wish to continue he hands in the tomato field and word list and colors his truck. The teacher scans the word list to determine his initial reading grade placement.

This instrument was administered to 49 migrant children over a two-month period. The frequency distributions printed below show the age and ethnic group composition of the sample.

Age	f
6	1
7	6
8	13
9	18
10	8
11	2
12	1
	N=49

Ethnic Groups	f
Mexican-American	44
Negro	3
Puerto Rican	2
	N=49

A Picture of Me

A Picture of Me (see Appendix) was designed to provide the teacher with information regarding children's perceptions of their experiential background which might aid the teacher in involving the children in the classroom curriculum. The device was also designed to help migrant children feel more at ease when entering a strange environment by engaging them in an activity about which they know themselves.

In this device the child draws and writes what he wishes within a loosely structured framework. The teacher then analyzes five areas (providing rapport; breadth of social concepts; understanding of familial occupations and relationships; assessing oral and written abilities; and insight into perceptual abilities, (i.e., maturity level) through a Teacher Evaluation Form and makes educational curricular judgements.

A Picture of Me was administered to 116 children from levels one through six over a two-month period.

Readiness for Reading

Readiness for Reading could not meet purposes three and four to the satisfaction of the teachers and test developers although a subjective analysis based on teacher responses indicates that the device samples behavior which is related to later success in reading. It was found that the instrument could be given to small groups efficiently but it does take teacher direction and time. All tests are included in Appendix T for further consideration by the Florida State Department of Education.

RESULTS AND CONCLUSIONS

Picking Tomatoes

Since the majority of the children tested with Picking Tomatoes found Game III too difficult, Game III was not used in the statistical analysis. Game I and Game II are presented in combined form for all of the analyses which follow. For these analyses if # Right = R, then # Wrong = 66-R. That is, both omissions and wrong responses were marked "wrong." Game I contains 36 vocabulary words and Game II contains 30.

Tables I shows a frequency distribution, together with the mean, the variance, the range, and a Kuder-Richardson formula 21 estimate of reliability.

TABLE I

FREQUENCY DISTRIBUTION, RELIABILITY,* MEAN, VARIANCE, AND RANGE FOR THE TOTAL SAMPLE OF MIGRANT CHILDREN

(Data obtained from Picking Tomatoes)

Score Interval	f
65-69	1
60-64	5
55-59	1
50-54	2
45-49	7
40-44	3
35-39	3
30-34	2
25-29	4
20-24	2
15-19	0
10-14	0
5- 9	7
0- 4	12
	N=49

*Kuder-Richardson formula 21 was used to estimate reliability

$r_{xy} = .98$

$\overline{X} = 28.16$

$s_x^2 = 508.6672$

$R = 65 - 0 = 65$

Since there is large variability among the scores and since the reliability coefficient is unusually large, separate analyses were carried out for the larger sized age group. Although smaller variation might well be expected for the separate age groups, this was not the case. The variances for the 8-year olds, the 9-year olds, and the 10-year olds were 569.8225, 540.9043, and 537.9375, respectively, the corresponding reliability coefficients being .99, .98, and .98.

Table II presents further descriptive measures for the children who were administered Picking Tomatoes.

TABLE II

MEANS AND RANGES
FOR THE AGE GROUPS COMPRISING THE TOTAL SAMPLE

(Picking Tomatoes)

Age	Mean Score	Range
6	62.00	0
7	26.67	48-4 = 44
8	24.15	65-1 = 64
9	28.61	64-0 = 64
10	31.75	58-0 = 58
11	37.50	38-37 = 1
12	0.00	0

Picking Tomatoes possesses these desirable psychometric features:

1. The test is long and, therefore, gives a large enough sample of a child's vocabulary so that repeated measurement would be likely to produce similar results.

2. There is a small chance for guessing error.

3. The mean is close to $\frac{N}{2}$ (N = # of items = 66) which gives an optimum chance for the scores to spread themselves out.

4. The variance is unusually large. When the group is variable it is easier to make a decision because of the spread.

The four points above are the reasons for the high reliability (.98).

Mrs. Bennett, Coordinator of testing in the Dade County Schools, made the following comments:

"Picking Tomatoes was used on the third-year level. Many of the children looking at the cover sheet did not recognize the drawings as tomatoes. They thought they were crowns. Coloring the drawings would help their identification. Some children were hesitant to lift up the cut-out, but, on being assured it was the expected and right thing to do, they quickly began to lift and try to read. For a few children who were the right age to be placed on the third year level, it was rather disconcerting not to recognize any of the words. Spanish-speaking children had difficulty in saying endings and some vowel sounds."

They all seemed to enjoy having the truck picture, which is their score card, to keep. Most of them colored it right away. Some added checks in addition to the ones I had placed on it. One little boy said it wasn't a very good truck. He added fenders, another wheel at the back, and made the tires bigger. He also thought it important to have a driver.

This game was administered by the classroom teacher and a sixth grade student. Results were apparently the same. Each child took about ten minutes if he was able to do more than the first page of words.

"On our level we had reading corresponding to those on the test and children were placed accordingly. We feel that they have been placed in groups where they are attaining success in reading and learning the accompanying skills."

Picking Tomatoes is a reliable test. Evidence bearing on predictive validity has yet to be determined in the future when independent measurements are taken and compared with this test's placements. However, there is sytematic content validity in Picking Tomatoes because of the fact that the words are based on selections from basic readers (see test manual for a further discussion of the content validation procedure).

Ordinarily, when one measures children at separate and distinct grade levels the measure or scores are less variable than they would be for a group composed of several grade levels. We were amazed (again) at the wide variation at the third level - from no knowledge of the alphabet to third grade reading level.

A Picture of Me

This instrument did not lend itself to psychometric or statistical evaluation because of the nature of the material. Mrs. Bennett's observations are most pertinent and valuable because of the close contact she had with the children and teachers during the administration of this instrument.

"A Picture of Me was given on all grade levels with varying responses. In the first year classes, the teachers write what the children said. On other levels the children did their own writing, if any. Many of the figure drawings showed the immaturity of the children, as if they had never looked at people. Houses, trucks, planes, etc. were apt to be more accurately drawn. For some the drawings were not true. I visited the home of one boy and found that he did not have nearly as large a family as he had drawn. He had given names to most of his family in the drawing. Used correctly, this booklet, more than the other two games, helps to establish a rapport between teacher and child. In looking at it and talking with the "artist," he can begin to feel your interest in him as a person and to realize that he can make a contribution to the class."

A subjective consensus analysis of the responses of children and written comments of teachers regarding A Picture of Me indicate the following:

1. (providing rapport) This objective was apparently met. In one instance this was the only way a teacher could get a response from a migrant child. Many of the non-migrant youngsters were apparently jealous of the fact that the instrument was not for them. One of the teachers wrote: "I found this test useful for opening a discussion of what the child has done, where he has been, and his interests It gave us something to talk about or gave me some idea of the child's experiences."

2. (breadth of social concepts) There seems to be a dearth of experiences here although some are aware of the states they have been in.

3. (understanding of familial occupations and relationships) This portion of the test appears to be more valid with the older children because the 10-year olds have gone out to the fields and have seen their parents work (and worked with them in a number of instances). The younger children were at home. One primary teacher commented; "They are very conscious of family members. The father was frequently left out of the pictures for he was working. The brothers and sisters have a close relationship."

4. (assessing oral and written abilities) The instrument has potential for assessing these abilities. A good idea of their ability to construct sentences was indicated.

5. (insight into perceptual abilities, i.e., maturity level) The teachers indicated they were able to get a gross estimate of maturity. On the primary level the majority of migrant children show immaturity as one would expect. In terms of dress, no distinction was made between brothers and sisters.

Readiness for Reading

As was stated before, Readiness for Reading did not meet the purposes as set forth in this study. Mrs. Bennett's analysis of her experience with the instrument gives an indication of why this decision was reached.

"Readiness for Reading was used by teachers on the first and second year levels of the Primary Block, usually given to a group of children at the same time. During the testing when the group was over five, the teachers found it difficult to check on some individual activity, such as drawing a line from left to right. It was easier to observe the ability to use scissors, paste, crayons, and pencil, as this was done over a longer period of time. One teacher noticed a difference in the children following oral instructions that followed a pattern. A few understood the first time, a few more on the second time, and others finally later.

"It was suggested that the test be given in two sittings. In the testing situation, it was found that if the tests were given on two successive days there was some difficulty in completing the tests because of absenteeism of the migrant."

IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

These assessment tests are at this time purely experimental, so by their very definition they are open for further development and refinement. We believe that Picking Tomatoes and A Picture of Me have a great deal of potential for helping teachers and children in the classroom setting. Readiness for Reading does not have as much potential, however, and we do not believe further research should be expended on it at this time.

The implications and recommendations we would make for Picking Tomatoes and A Picture of Me are as follows:

1. The Florida State Department of Education should encourage a further investigation of these two instruments as they appear to have pedagogic value for the teacher of migrant children. A larger sample of migrant children is needed

to further investigate psychometric and other properties of this instrument.

2. The instruments can be redeveloped easily by the classroom teacher to fit the backgrounds of the children she teaches. For instance, Picking Tomatoes could just as easily be Picking Oranges, Grapefruit, Watermelons, et cetera. Vocabulary for the Picking Tomatoes test can be chosen randomly from any basic series the school might be using. Content validation can then be built into the test. We suggest using root words (look instead of looked), because of the difficulty some children have with inflections, and not using proper nouns.

3. Before the tests are used again some minor revisions should be made such as distinctions being made in the directions (Picking Tomatoes) between the terms, columns, and rows and some changes in vocabulary selections.

4. Finally, those of us involved in this study became increasingly aware that these instruments could be used with any child regardless of background. In fact, non-migrant children expressed great interest in them. We believe, if further research shows these instruments to be effective, that the sample should be enlarged.

SECTION IV

CHAPTER XI

SUMMARY AND CONCLUSIONS

This chapter offers some summarizing statements related to the report of the findings given throughout the previous chapters. For convenience, summaries of the three major areas of the findings are given separately: The movement and distribution, the economic and social conditions, and the educational conditions of the Florida migratory family.

The second half of this chapter is devoted to several general conclusions which have emerged from both objective and subjective inquiries made during the course of this study.

I. MOVEMENT AND DISTRIBUTION OF FLORIDA MIGRATORY FAMILIES

At a point in any given year--usually in January and February--some 61,000 migratory agricultural workers are in Florida. These workers generally have their families with them so that while they are residing within the state approximately 43,000 school age youth are also here. One cannot, of course, say that in all months these figures apply equally. Indeed, in actuality the number of migratory workers (and their children) residing in Florida from September through August approaches a normal curve of distribution; the smaller number being present in the summer months, and the larger numbers being located here during the months previously cited (see Appendix S). The total number of migratory workers who locate in Florida during the course of a year is a function of both crop harvest requirements for that particular year and of requirements generally over past years.

These migratory workers are not distributed evenly over the state. Many factors affect their distribution. Among these factors are such things as local demands for services, crop density and activity, seasonal work patterns already established, weather conditions, registration (or lack of it) with the Florida Industrial Commission and consequent availability (or non-availability) of its service. Even ethnic group seems to be a factor in geographic distribution of the migrant, as evidenced by the finding that various ethnic groups prefer to be associated with particular crops (see pages 68-75).

Patterns of residency are evident within the state and have been determined with some precision in Chapter III, section III. Moreover, it was possible to predict with some degree of accuracy a census estimate by county by month for each Florida county (see Appendices P-R) as a supplement to the within-state residency and movement patterns. Movement patterns reveal a semi-fluid transfer of workers and their families among the various counties during the harvest season, but the patterns crystalize for periods of up to several months in those counties which produce the preponderance of the state's agricultural commodities and which have the longest harvest season (see pages 78-90).

The large volume of agriculture and the lengthy growing season contrive to make Florida the home base state for a large percentage of east coast migrants. Over 81% of all workers interviewed during the course of this study spent more time in Florida each year than in any other state. About 90% of Florida's migratory population, however, does leave the state at some time during the year. It was possible to establish patterns of residency for these people as they left Florida to work in other areas, and streams of movement have been identified (see pages 94-102) so that we can predict with reasonable accuracy time, number, and sequence of various migratory movements during the years.

II. ECONOMIC AND SOCIAL CONDITIONS OF FLORIDA MIGRATORY FAMILIES

The migratory worker and his family, by almost any single criterion with which one cares to measure, ekes out a substandard existence. His housing seldom does more than to provide shelter from the elements; his income is low--about $ 4,000.00--and it must provide for him, his wife and their three or four children for the entire year. Moreover, he often has in addition to his immediate family an adult relative travelling and living with him. He works long hours. Whether he actually works or not he is away from his family for nearly eleven hours per day.

His physical environment is poor. He exists in a series of three room dwellings none of which he owns. He pays slightly over twelve dollars per week in rent. One of his three rooms is a bedroom which often must be shared by all members of his family. Needless to say he and his family members have little privacy for personal niceties. His children must study under these conditions; his wife must perform her daily duties; and he himself must perform his functions as head of the household as best he can.

His front yard has no grass and his children play with bottles in the dirt because they have no toys. His automobile--when he is fortunate enough to have one--is in a constant state of disrepair. His third or fourth-hand television set functions intermittently. Over one-fifth of the time his family is inadequately clothed and his children frequently miss school as a result.

The general health of his family members is not good. His diet is starchy and varies little from week to week. He gets little medical care but has a great need for it. Medical attention for his family is provided through free or inexpensive clinics and health centers operated by local agencies. His children usually have received their innoculations and immunizations; however, they almost invariably require dental work yet to be done.

Since he lives in a camp (about 60% of interviewed migratory workers did) his social contacts are severely limited. His home is located many miles from the nearest shopping center, so he buys the necessities of life at a camp-operated store, or at nearby individually operated small stores. He lacks both the degree of sophistication necessary to check labels for weight, and the skill requisite to compare prices. Not that it would really benefit him to have these skills, since he is too far away from centers of commerce to take advantage of them anyway. He is a victim of prey for travelling salesmen who convince him that he needs an extra set of books for his children--books for which he pays a small amount down, and obligates himself for three years. He is able to save little or no money because of his hand-to-mouth existence.

He is thirty-seven years old, and his wife is thirty four. They appear older. Neither of them graduated from high school and their three children will in all probability drop out of school sometime during their sixth or seventh year of attendance. They will drop out because they do not see the pertinence of the curricular offerings to life as they view it. This is unfortunate, of course, for many reasons; especially because education is not only the key which will unlock the doors of change and opportunity for them, but it also provides the larger portion of outside social contact the family makes.

Attempts have been made--and are being made--to ameliorate or even alleviate his situation. The migratory agricultural worker is eligible for social security benefits, but often it is easy to neglect proper record keeping and he may not collect. Agencies provide him services--medical, technical, or educational--if he asks, but he often does not know about these agencies and so cannot ask. Often times he does ask and is made to feel that he is the direct recipient of a carefully husbanded dole which, except for him and his family, might be made to go around.

More and more, however, the attempt is being made to seek him out and to assist him. Various poverty programs are directed specifically at him. Self-help housing, migrant legal aid, state and local compensatory educational programs and projects, unionization, various USOE projects--all of these indicate a general recognition of his plight as well as a thrust toward his assistance. Probably his condition will not change appreciably in the near future. Harvest mechanization will take its toll of his ranks and more and more of his children will finish high school; perhaps even go to college. In the main though, it will be years, instead of months before his lot improves, and it is in terms of long range goals with immediate implementation that programs to assist him might well be directed.

In terms of statistics, these things can be said of the Florida migratory farm workers. The head of the migratory household is likely to be male (about 82% of the interviewed families reported this). In terms of ethnic group he is likely to be Negro (54%) or Spanish-American (33%). Of the total number of males interviewed, only about 10% were caucasians. The language he and his family speak in the home is either

English (slightly over 67%) or Spanish (about 27%).

His formal education ended sometime during the year he was in the sixth grade (as did his wife's) and his children can be expected to follow in his footsteps. Indeed, when his children reach the age of eleven or twelve, they will probably leave school to begin work in the fields. About 82% of the boys leaving school at this age do perform farm labor as do about 69% of the girls.

His income level is low. He can be expected to earn about $73.00 per week, although there is reason to suspect that this figure might be slightly exaggerated. Moreover, his work is sporadic in many ways. If it rains, he doesn't work; if the dew is heavy, he must wait until it dries before he can pick; if the weather is too dry or too wet, it may affect the amount of fruit and vegetables produced and so indirectly affect his work rate. Between seasons he is generally not able to work at all.

By the very nature of his work, his material possessions are few. He must be able to move his family at an hour's notice so he cannot possess bulky items of furniture or appliances. Consequently his children do not have large toys to play with. In fact the family's material possessions include only those items requisite to their physical existence--a few pots and pans, one or two sets of clothing (even then the children are often forced to interchange clothing so as to be completely dressed), a small radio or television set, a nondescript automodile,and a few picking sacks

III. EDUCATIONAL FACTORS RELATED TO FLORIDA MIGRATORY CHILDREN

The survey revealed much interesting data related to ways in which schools are currently attempting to meet the needs of migratory pupils.

A number of factors affect the geographical distribution of the migratory child. The major factor is job availability and crop. The size of the migrant family also affects the distribution, and this is related to the age of the parents and ethnic group. Migrant families are larger than the average U. S. family; family size tends to increase with the age of the parents up to the age of approximately 42, after which it decreases. The Spanish-American ethnic group tends to have the largest family. Spanish-Americans also tend to be associated with vegetable crops,whereas the Negro tends to be associated with both vegetables and citrus.

The longest average period of time spent in one school during the school year by migratory children was 7.6 months. Usually it is the first two months of school, September and October, which are missed. When the children attended more than one school, the average time for the shortest stay was approximately 2 months.

There is some evidence suggesting that migratory parents in increasing numbers are waiting for school to close before leaving the state.

While they are in Florida their movement occurs primarily between bordering counties, or in the direction of counties which have similar crops.

When families leave the state, the most common destination of the Florida migratory child is the Northeastern area. Substantial numbers are also destined to arrive in the midwest and portions of the southeast such as Virginia.

Families return to the state in the fall, usually during October and November. This return is characterized by definite flow-patterns, suggesting that a regularity exists that could be utilized by sending and receiving schools.

In September, the Florida school enrollment of migratory pupils was 16,756. During the months of October through February enrollment increased to 27,293, a gain of 38.2%. The highest rate of new entries occurred during October and November. Cold weather in December resulted in a delay in the 1968-69 harvest season, and many crops were harvested up to four weeks later than in more typical years. Peak enrollment usually occurs during the month of January rather than in February. Enrollments began to decline in March, and by the end of the school year, there were 21,571 migratory pupils enrolled.

New enrollments from September through the end of November primarily reflect re-entry of migratory families from other agricultural areas. For many children, the school year opens in Florida during November. New enrollments recorded in late December, or ensuing months, reflect the degree of intra-state movement that results from shifting areas of job availability. Much intra-state movement occurred during the months of December through February. During March, April and May, new entries are lowest. Many parents who move within the state during this time do not re-enroll their children in school.

While the total state enrollment was highest in February, the month of highest enrollment showed much variation among the counties. Peak months vary from December in Broward and Collier counties, to May in Manatee County.

Surprisingly, a comparison of the absentee rates between migratory pupils and resident pupils indicated that their respective rates of absenteeism are approximately equal. This is contrary to the assumptions of many educators. Since only one-fourth of the schools kept separate records for migratory pupils, inaccuracies in the number of days reported absent probably occurred.

Drop-out rates were inferred by utilizing the decrement in reported enrollment with increasing grade level, corrected for the factor of population growth. The drop-out rate for migratory children ranges between 60 and 95%. This is at least 42% greater than for the total school population.

The parents of migratory pupils do not perceive the school problems of their children in the same way as do educators. Adult migrants are more likely to cite problems related to economic conditions (such as difficulty in obtaining clothing or school supplies) than they are to cite problems related to achievement or adjustment (such as difficulty with course work or conflict with pupils or teachers). It may be that economic problems preclude the recognition of other types of problems.

The preoccupation of adult migrant workers with problems related to economics is not in agreement with educators' opinions about the school problems of migratory pupils. This lack of congruency in the perceptions of school-related problems may account for the lack of concern or lack of cooperation frequently reported as characteristic of the parents of disadvantaged pupils.

Perception of problems in school was found to have a significant relationship to ethnic group membership. Spanish-American parents were less likely to report problems, but were more likely to perceive the problems in school of their children in the same light as educators. In other words, the opinions of Spanish-American parents evidenced a greater congruency with the opinions of the school.

The evidence suggests that adult migrant workers will cooperate with the schools when the type of cooperation asked of them is compatible with the type of cooperation they can give. Over 50% of the parents had visited the school. Those who visited the school were more likely to report their children's problems in school. There was indirect evidence that Spanish-American parents are less likely to visit the school than are either Negro or white parents. Apparently awareness of school problems and accuracy in the perception of problems are not necessarily correlated.

The migrant parent expresses concern about the education of his children. The difference between migrants and mainstream Americans seems to reside in a difference in the ability to transform concern, hopes and aspirations into reality. Over 95% of migrant parents felt that the education of their children was important, few migrant parents aspired to unskilled occupations for their children, and over 60% wanted their children to complete high school. (Approximately 44% indicated that they wanted their children to complete college). Since the concern and aspiration levels of the migrant population seem to parallel those of mainstream America, it does not seem reasonable to attribute the high rate of loss to negative value placed upon education, or to low levels of aspiration.

Individual schools reported that migratory pupils tend to achieve less than resident pupils, and to be slightly older in grade than resident pupils. This is typical of all disadvantaged groups. The hopes and aspirations of parents are not translated into school success for their children.

Schools tend to use more than one criteria for grade placement of entering migratory pupils. Some evidence suggested that the availability of written records for these pupils may be increasing. It also appears that a number of migratory pupils enroll in the same school for two or more consecutive years. This suggests a potential for continuity in the educational program.

A substudy of the social adjustment of migratory pupils provided evidence that the self-concept of Negro migrant pupils responds to efforts to increase self-concept. The highest subtest scores were those for "sense of personal worth" and "self-reliance." Both might be considered an indirect measure of a part of the self-concept. Areas tested which indicated the greatest need for attention by the school were "anti-social tendencies," "feeling of belonging," and "community relations." Each of these appears to be a facet of total adjustment that can be planned for in the curriculum experiences of the child. Girls evidenced a strong sense of belonging and positive school relations, while boys scored low on these subtests. Differences by sex were not pronounced on the other subtests. These differences are typical of those reported for most elementary-aged children. These differences should also be taken into consideration when planning educational programs.

Florida counties that participate in the Compensatory Program appear to be doing a better job of meeting the needs of migratory pupils, particularly those needs which are directly a function of physical needs and services such as transportation and free lunches.

Program development appears to follow the channels of funding--originating at the top and filtering down to the individual schools. There is little evidence of program development at the level of the individual school. This suggests that programs developed in relative isolation from the unique problems of individual students greatly outnumber those conceived and implemented in close proximity to the pupil the program is supposed to benefit.

Statewide, the greatest attention has been given to language arts and reading programs. The second most frequently reported program was the utilization of teacher aides who assist in the classroom with non-professional aspects of teaching. In some cases, adult migrants are used as aides. The program category reported with least frequency was curriculum development--in spite of the fact the success of the compensatory program, evaluated in terms of educational objectives, will be determined by the curriculum.

Some of the programs reported by individual schools appear to meet critical needs of migratory pupils, both in a pragmatic day-to-day encounter with economics as well as through efforts to broaden the experiential horizons of the group. Some programs reach out to the parents, and demonstrate that the migrant parent will participate in school-originated projects.

IV. SOME GENERAL CONCLUSIONS

After reporting each segment of quantifiable data in the preceding chapters, and after summarizing that data in the preceding section of this chapter, this report now turns to a discussion of some conclusions of a more general nature.

The research staff found that the deeper an investigator gets into the facts concerning the conditions of the migratory worker and his children the more conscious he becomes of certain severe limitations inherent in such methodical studies. The conduct of the research took the investigators weekly into the squalor of the migrant's camp and the heat and dust of his fields. After such forays into the realities of the farm worker's daily existence it was often sensed that the stark numerical estimation of his condition doesn't begin to describe what it is to be a migrant.

Therefore, prior to the conclusion of the report of this study several general statements about Florida migratory workers are in order. These are perspectives gained as a result of fifteen months of intensive investigation of the factors affecting the daily lives of Florida's migratory population.

1. Migratory Workers defy classification. They can be categorized according to their wages or their location on a given day but it cannot be said with any confidence what their housing patterns are, what their

attitudes toward education or the future are. These limitations result from our attempts to classify them, to treat them collectively. They are as diverse a group of people as exist anywhere in Twentieth Century America.

Because research on any aggregate of people must center about "averages," research findings about them are apt to be quite deceptive. For instance; a young male citrus picker, working on a morning following a full night of sleep and three good meals, blessed with a better-than-average outlook on life that particular day, can earn as much as thirty dollars before sundown--further assuming that the groves were unusually dry that morning and that his work crew and its chief were willing to let him work late before they headed back to camp, and most especially assuming that he is working the "first picking" of his grove when no other had picked the thickest clusters of citrus hanging from the trees. When none of the above assumptions can be made, that same picker might work extremely hard to earn ten dollars on another day. An older and weaker picker might earn considerably less.

Some, admittedly only a few, are migratory workers because they enjoy life outdoors and the camaraderie of a work crew doing productive and manual labor. In spite of the lack of education most suffer there are indications in the words and manners of some that there is almost a Whitmanesque celebration of life in their daily existences. This feature, of course, is totally lost in statistics which show that the average migratory worker's attitude toward his work and his life is deplorably low. To go further, some migrant children strike some observers as being remarkably happy attending school only sporadically, working alongside a parent and sharing in the role of family provider, or playing in the open spaces around the wretched camps wherein some of them live. And, to be sure, many migratory parents feel not imposed upon by society when their children stop riding the bus to school after the fourth grade. These cases are perhaps fractional. Most give ample, living proof of contemporary theories holding that American society has shortchanged its transient agricultural population, that there are certain human rights that these people have not been given, and should have been, whether or not these victims sense this deprivation.

Nevertheless, the point here is that we live in an age where we think of our social problems and groups in terms of gross generalities. The migrant is deserving of help! He is a trapped human in bondage to a series of crew chiefs! He and his family suffer daily not only the physiological but also the psychological hurts of neglected and deprived people! The facts, of course, show that each of these statements is true for some migratory workers, all of these statements are true when applied to other migratory workers, and none is true when applied to still other migratory workers.

Perhaps it is best that we hold this popular image of migrants so long as a single image is all that we can make comprehensible to the political power units which alone today seem capable of making substantial inroads on human problems. So much for the realities of practical action and noticeable results. However, once attention is focused on an unfortunate group, and money for help is provided, it is essential that those agencies which have studied the problem and pointed out the need stand ready to provide the refinement needed to the strategy of assistance developed, refinement based on the diverse membership of the migratory group to be served. Too often this has not been the case.

2. _Migratory farm workers are the poorest educated, poorest paid single category of workers in the national economy_. They tend to originate from the areas of this country where work is the scarcest and eudcational opportunity the most limited. One who studies them is often tempted to compare them for sheer misery with the occupants of America's urban ghettoes--the unemployed and partially employed black inhabitants of the rotting central city areas of our country. When this comparison is made the gehtto-dweller comes out ahead, both in terms of level of education and in terms of economic measurements. At worst, the ghetto

black qualifies for some level of social welfare payments--aid to dependent children or unemployment insurance or one of the inner-city programs to assist the poor. The migratory family, however, seldom receives any of these. By virtue of his movement he qualifies for very few kinds of welfare assistance from public agencies. The Florida study shows that almost no migrants have even heard of any kind of social assistance program, much less availed themselves of the advantages of them.

The result is that the nomads of this state are totally alienated from the rest of our society; alienated in the purest sense, not because of promises made to them and not kept--this is the alienation of the urban blacks which is really anger, hostility, growing out of the breath of hope that has blown their way--but an alienation which speaks of a life the dimensions of which are completely foreign to the greater society which surrounds them. The contacts this stricken group of rural people have with American society are not those daily, almost hourly, ones of the domestic servant, the subway rider, or the unemployed idler standing on a street corner in a large city; the migratory worker's contacts are usually restricted to glimpses from the back of a truck or the inside of a bus as he travels from one agricultural area of the country to another. These glimpses, plus an occasional Saturday evening walk into the nearest town and the omnipresent TV set, are the extent of his experiences with white, middle-class America.

Their extreme economic poverty broadens the gulf between them and the culture of their nation. Their children attend schools only intermittently and only when it serves an immediate convenience for the family, most commonly the parents view it as a day-care situation freeing them to work the fields without hindrance. As soon as the children are old enough to take care of themselves during the day and the family pressure on them to ride the school bus in the morning decreases considerably, it is not long until the fields claim the migratory young, and their meager earnings become a family supplement. Who can blame the migrant mother for this apathy towards her child's schooling? What really does the school offer her six-year old when he first attends?

Failure is what the school offers to the migratory child in most cases, and failure is what the school offered a generation earlier when the mother attended. Reconfirmation of their status as wretched people is not needed by migrants, but this reconfirmation is the greatest single effect the schools have on migratory children.

These children cannot compete with the middle class child, but successful competition is the only way to avoid failure in the American elementary school.

Thus the spiral continues: Low education level; low pay; hungry and neglected children; schools foreign to the language patterns and the culture of these children; early separation from school; and finally another generation of low pay and subsequent misery.

3. The only kind of help from society in which migratory workers themselves see a great deal of significance is direct financial aid. From their ranks they have few militant spokesmen, or community leaders whose protests to the greater society are usually combined with guidance for their followers. (I am referring here specifically to Florida migrants, in California these leaders have appeared within the migrant community). The result of this is that the migrant has no truck with long-range promises or programs meant to alleviate by progressive steps his worst problems--housing, health, working conditions, education. He, more than any other member of our nation's population, is concerned with survival on a day-to-day basis. This desperate condition demands that the help-giver only approach if proffering bread, in either the symbolic or the real sense. For our governmental agencies to attack the problems of the American migratory worker with exactly the same health and education programs that they have used in the urban ghetto would be to consign their efforts to the same fate that the migratory child faces in the first grade--failure.

The significance of the migrants' unique plight is that society has two alternatives for dealing with its transient agricultural people: it can either ignore them and hope that their gradual absorption into other, invariably better, walkways of life will continue to cause an annual decrease in their numbers, or society can break precedent from its current help programs and offer these people programs which feature direct financial and survival aid with minimized qualifications, qualifications limited to those alone which insure that the migrant family is making progress toward steady employment.

4. The migratory child learns he is an outcast from society as soon as he begins school. Like children everywhere whose families move them to a new neighborhood, the migratory child is afraid of what he will encounter in his new and unknown environment; the fear of getting lost along different paths, the sight of strangers who have never seen him before, the look of buildings never previously seen, and most desperate to him, the possible rejection of other children who have lived there longer and have at an earlier time established their membership in the company, the frolics and the conspiracies of the neighborhood groups of young. The migrant child, like any other child, manages to adapt, however. He adapts to the new camp and finds its people and its surroundings are not unlike the places he has been before.

He adapts, that is, until the day he goes to school. At school he finds that he is one of a disliked minority; disliked by the ones whose views are by far the most important ones to him, the other children. Although his skin color and language variations are commonplace to the other rural children of the area--those who live there the year around--he is quickly categorized as a migrant and he learns where he stands in the unique kind of caste system so rigorously observed by children. Except for migratory children, every child learns to cope with the caste systems of his peers. He learns that there is mobility in this system, that yesterday's clown can be tomorrow's hero. The migratory child does not have this chance when in school he confronts the rest of the world for the first time.

We have here, then, a situation which should present a challenge to the educational system in the migrant area, an opportunity for it to penetrate these deep and early sensitivities of children and throw light upon them so that whatever essential human values associated with them can be reexamined and perhaps reordered. Unfortunately, what role the school could have in this drama is not matched by the role it takes. It finds itself hampered by the attitudes of the adults of the community, by the number of children each teacher must work with, and most critically, by the limitations of its teachers' own backgrounds. So the greatest single effect the school could have upon migratory children is lost the first year it deals with them. It cannot make them feel wanted, therefore, it cannot educate them.

5. There are at least three discrete migratory subcultures in Florida, none of them bearing much resemblance to the others. It might further be said that none of these subcultures bear much resemblance to the romantic notion that sees freedom for a person whose life is spent in the sun and wind, one who never tarries long in one place and is always in search of new horizons.

Of the three groupings described here perhaps the most unfortunate are the travelling single men. Predominantly white and early middle-aged, many of them are alcoholics. Scarcely better off than the derelicts observed in the skid-row areas of most cities, they ride trucks or buses with crew chiefs who take them wherever farm labor is most desperately needed. They work two or three days a week in a state of semi-stupor and surrender to complete intoxication the rest of the time. The few hours they pick fruit or vegetables are only those which earn them enough to buy sufficient cheap wine so that they can drink themselves unconscious. When they report to the fields again is dependent upon when the last bottle of wine is depleted. Most who employ such migrants hold them in lowest esteem and describe them as the "dirtiest, most undependable, and aimless" of their hired help. That they are employed at all is the result of the unbelievable cunning and resourcefulness of the crew chiefs who keep enough of them in the fields long enough to bring in a given crop. These men neither have families nor friends where they live and work. The portion of the year they work tends to be much less and more sporadic, than any of the other migrant groups. They live together in the migrant camps, usually in a location away from the other migratory workers. Their lives tend to be violent; fights, knifeplay, and gunfire often claim them during their period of migration.

A second subculture within Florida's population of migratory workers is that of the negro family. Almost invariably from Arkansas, Mississippi, Louisiana, or Florida, these migratory workers have sprung from the rural share-cropper tradition of a generation ago. When the southern economy made independent agricultural work by the share-cropper no longer fruitful these people were left to starve or move about in order to do the only thing they knew--work the soil. In effect, these people became migrants after failing at a work that was itself the most impoverished of any in our economy outside of temporary transient agricultural labor.

These migratory workers were formerly some of the unemployed black people one observes in the hamlets of the south idling around the entrances of the local stores. For them it was--get on a bus and head for Florida and the winter crops, or go without enough to eat.

Most of these migrants travel as husband and wife, accompanied by several small children. Supplying enough food for the family and paying the weekly rent on the shack in which they live requires them both to be in the fields every day. Most commonly the small children spend the day near their parents in the fields, sometimes they are left to fend for themselves in the camps. Comparing these American blacks to their brothers in the inner cities, the former suffer all of the disadvantages of the latter, plus the burdens of frequent uprooting of themselves and of facing hostile environments without the association of others outside of the family. The black migratory family is more cohesive than its urban counterparts but less cohesive than the Texas-Mexican migratory family. Some migrant mothers attempt to support their children without the presence or help of the father. Separation of parents is not infrequent, with resultant hardship for the children.

The third subculture within the Florida Migratory community is that of the Texas-Mexican family. Generally second or third generation Americans, they are the only migratory group who have a family heritage of migrating with the crops. Texas is their home but they generally spend only a month or two per year there. Unlike the other Florida migrants, they frequently follow a migrating stream which takes them to the midwest as well as the east, during the summer months. They go to northern Michigan to harvest the cherry crop, then to Ohio and Indiana for tomatoes, before arriving in Florida in October and November for the vegetable season. The Texas-Mexican migrant is most readily distinguished from other Florida migrants by the nature of his family ties. Often the family includes five or more children and they remain together on the road, in the camps, and in the fields. This family cohesiveness is beneficial to the welfare of the migratory worker in most respects, however, paradoxically, it sometimes stands in the way of services offered migrants. If school transportation arrangements expose the children to ridicule by forcing them to ride buses with children from other ethnic groups the family without hesitation will pull them out of school.

Migratory workers with Mexican origins live with their own people in the camps. In most cases they have their own camps, but where large camps house both negroes and Texas-Mexicans the latter will usually live in a section of the camp of their own. There is no little animosity between the two groups.

Although by middle-class standards the Texas-Mexican families seem more accessible and accepting of governmental programs established for migrants, it doesn't quite work out that way. To break into their system of beliefs with programs is fraught with as many difficulties as are encountered when the other two groups are the objects of society's help.

Conclusion. The observations cited above are reported as an effort to understand the plight of the American migrant. That he is as cut off from the rest of society as any citizen of this country can be is evident from the information that the Florida Migratory Child Survey Project has collected to date. The full dimensions of his status in America will probably not be evident from the statistics gathered and analyzed. These dimensions will only come into focus when an observer can see, touch and smell the immediate environment of the migratory worker, an environment usually hidden behind the rows of crops lining the highways of America.

CHAPTER XII

RECOMMENDATIONS FOR IMPROVING THE EDUCATION OF FLORIDA'S MIGRATORY CHILDREN

As a result of this study, four broad areas of need have been identified. In order to improve the conditions necessary for better compensatory educational programs, the following elements relative to the migratory child's school experiences are deserving of attention and are treated in detail in this chapter:

I. Revisions of curriculum and instructional procedures used with migratory children.

II. Revisions of teacher training and in-service education for teachers of migratory children.

III. Revisions of some public school organizational patterns and supportive services as they relate to migratory children.

These selected categories evolved from the 15 months of research described in this report. In all cases the comments contained within this chapter are a direct outgrowth of the objective research conducted.

In keeping with the terms of the Florida Migratory Child Survey Center's contract with the State Department of Education, these recommendations are meant to assist the State and the various participating counties in the Migratory Child Compensatory Program. As the primary objective of this study, these recommendations will draw attention to areas of concern for those who will be writing new programs in the years ahead. Some of the things discussed in this chapter are within the power of the county school systems to deal with; some can be handled only at the state level by the state program and still others may only be treated by institutions of higher education. In each case, however, the topics discussed in this chapter are in need of serious attention before the education of migratory children can be made significantly more effective.

I. CURRICULUM AND INSTRUCTION

The items contained in this section of the recommendations pertain to necessary improvements which should be made relative to the educational program itself as it affects the migratory child.

Language Arts. Among the most severe problems faced by the Florida migratory child in the elementary school is his learning to read, and his learning to understand and be understood by his teachers. The latter stems from the fact that, whether he is a black migrant or a Mexican-American migrant, his dialect is such that it is far different from the one prevailing in the school he attends--particularly the dialect of his teacher. The study has found that this creates an immediate problem for the child, not only in academic terms, but more importantly in terms of his feeling of being accepted in the school setting. Therefore, it is essential that the language training received by the youngster is intensive and effective.

In recent years much work has been done in the development of programs which treat English as a second language for students who are new to this country. More recently these approaches to the teaching of English have been used with students who have been in the United States, but have been submerged in a poverty culture that isolates them from the speech and written language patterns of the culture itself. Attempts to use the "English as a second language" approach have been most effective with these youngsters. The effectiveness of this approach depends on (1) utilizing a teacher very familiar with the language or dialect of the children being taught; (2) treating with great respect the language or dialect of the children and using it whenever necessary during the instructional sequence; (3) emphasizing the spoken form from the outset of language instruction, utilizing taped speech and oral drill frequently; and, (4) relegating the mechanical aspects of learning the language to a secondary role until some mastery has been attained relative to speaking and listening to the language.

In addition to the need for a different treatment of teaching language arts to migratory children, there is an extreme need for additional remedial reading instruction for these children at early grade levels. As might be suspected, the rural disadvantaged children in Florida are in greater need of reading instruction than almost any other group of children. The study found that reading is the greatest single academic problem for these children as perceived by both the parents of migratory children and the school officials interviewed.

In connection with both of these recommendations pertaining to language instruction it is recommended that schools work toward decreasing the student-teacher ratio in all language instruction to no more than 10 to 1, that assistance from universities be procured for in-service training in the teaching of English as a second language, and that teachers who work with early elementary migratory children be those who either have some unusual degree of empathy toward the life of the migratory worker or have a personal background of similar experiences.

Use of people from the migrant community for instructional purposes. Field interviewers as well as central office staff personnel during their contacts with the migrant community throughout the study noticed that there was a striking need for migrant children to have human models with which to identify. The effect of these models would be especially powerful in the school setting if they represented some close relationship to the lives that children live in the migrant community. Therefore, it would be extremely useful if migrant educational programs enlisted the assistance of migratory figures themselves.

In order to use migrant adults in the instructional program two avenues are possible. The first, the use of migrant adults as teacher aides, is already in practice in a few of the Florida participating counties.

This practice should be expanded so that every classroom containing several migratory children would have one positive adult figure from the children's own environment occasionally present to give them the special assistance and encouragement they need. Because the work of teachers' aides is so much centered on interpersonal relationships with students, this is a particularly valuable means by which the migratory child can be brought into the learning activities of the classroom.

A second way in which adult migratory workers can be used in the instructional program is through teachers choosing influential or leadership figures from the migrant community and inviting these individuals into the classroom for guest visits. This would involve careful discrimination on the part of the school so as to choose these people from the ranks of active leaders (often male) from the camps. A careful working out of advanced plans would be necessary so that the migratory adult would have useful things to talk about and do when he is with the children. Along with this, of course, would be the need for class preparation for the kinds of questions and discussions which would ensue. It would be advisable that program planners in each county set aside money not only for additional teacher aides but for modest stipends for the migrant adults whose time would be used for these guest appearances.

The need for frequent use of migrant adults in the classroom is underlined by the extreme problem that migrant children have with their own self-image, as evidenced by some of the findings of this study. Like poor children everywhere, the migratory child's first problem in school is gaining self-respect and beginning to feel pride for his own background. There are few ways of acquiring this pride that are as powerful as classroom use of people from his own culture. It goes without saying that many aspects of the migratory workers' culture is worthy of classroom consideration; the travel, the life outdoors, and the constant flow of new faces experienced by the migratory family is a rich background against which the migrant child can develop some of his school learning experiences. The use of migratory adults in connection with these topics would be invaluable in terms of both the child's self image and his total school experiences.

Joint curriculum planning. Closely related to the recommendation made above is this recommendation calling for joint participation in some aspects of the curriculum planning process relative to classrooms with migratory children in them. This planning should involve representatives of the migratory worker community.

It would be a complex task for the schools to elicit from the migratory community this kind of assistance; however, the study has shown that many more parents than might have been expected take a deep interest in their child's schooling. From these parents, and from the kinds of adult models mentioned above, some valuable advisory assistance could be obtained pertaining to the needs of the migrant youngsters, and how these needs relate to the things taught to them. The study revealed that the migratory family has never had a chance to say what it wants and needs from the school. Indications were given that these families comprise a much more aware and intelligent group of people than many observers have assumed.

Special curriculum components. The survey study revealed that the conventional curriculum is quite inadequate for the needs of the migratory child and that several aspects of the curriculum should be added to the regular school program at various levels.

To begin with, schools should give high priority to the development of programs geared toward preparing the children of migratory workers for life in the increasingly mechanized rural economy. This should be given serious consideration especially because expert opinion currently indicates that by the time the migrant children now in elementary school reach working age virtually the entire agricultural harvest of Florida will be mechanized and there will be dramatically less migratory agricultural work. As a result of this forecast, it seems essential that an emphasis on skills related to emerging kinds of work be taught migratory children at an early stage in their schooling. This skill training should focus not only upon the new agricultural technology which will replace the migrant worker; but also it should focus on skills necessary in the urban setting because of the influx of migrant workers to the urban ghettos begun already and accelerating as migratory jobs become fewer. It is recommended that these two categories of skill training begin on a modest basis as early as the late elementary grades because of the fact that so many migratory children drop out before finishing elementary school.

As a second recommendation in this area, work-study programs should be initiated for migratory children in junior high school. Many of these children leave school for economic reasons. Work-study programs give them the opportunity to earn money, and yet remain in school 3 to 4 hours a day. This would enable the children to work in the fields if they choose, and yet continue their vital contact with the school. Transportation should be arranged in counties where substantial numbers of migratory pupils exist, and the work-study program should not be limited to work opportunities in the harvest fields, but to other vocational opportunities as well. It is quite apparent that going to school three hours a day while working in the fields would be far better than not going to school at all.

Further, elementary schools should make efforts to expose elementary children to homemaking skills, nutritional and inexpensive cooking, industrial arts and vocational orientation. This should be done early because the study revealed that fewer than 50% of the children ever reach junior high school where these courses usually begin.

Along with vocational skills which will meet changing demands resulting from mechanized harvests in Florida and work-study programs enabling the junior high migratory student to earn money while going to school, a sequence of instruction in consumer economics for the migratory children is urged. Again, this aspect of curriculum change on behalf of the migratory child, like the others, recognizes data from the study citing that there is a 90% drop-out between first grade and twelfth grade for these children and it is essential that they be given early the educational experiences which will best enable them to cope with society. A consumer economics curriculum, spread over several years of instruction in the late elementary and junior high school years, would work to the benefit of migratory children if it focused on basic information necessary for transacting business, using social agencies, and dealing with financial institutions.

Special instructional programs for migratory children. Whatever new curricula are developed for special use with migratory children, this study indicates that it is essential that instructional methods be broadened so that these disadvantaged youngsters will have the best possible opportunity to learn. The most unique characteristic of the migratory children's school situation as compared to that of other children, is that the former have wider variations in ability than the latter. This makes it imperative that instructional experiences be as individualized as possible. The recommendations which follow in these paragraphs do not imply that separate schools or classrooms should be established for migratory children, (the segregation from society that this represents is most inadvisable), but rather that instructional programs use the best techniques available for enabling the individual student to proceed at his own pace. This study has shown that the degree of geographical movement of the migratory child, plus the extremely varying success-failure experiences of these children, make special instructional procedures essential.

Perhaps the best way of facilitating individual instruction would be for schools that serve migratory pupils to devote intensive effort to the development of teacher skills for this task; preparation for the development of individualized techniques for skill building, independent activities, and basic knowledge. In addition, teacher aides should be trained in the use and administration of diagnostic tools and programmed instruction materials so that individual problems can be met on an individual basis. Because of the very high rate of loss of migratory pupils, the schools need to keep in mind that each day the child is in school may be his last. The migratory child should be placed in non-graded situations wherever possible, not only so that he can advance at his own level but so as to minimize the likelihood of his failing and the effect that this has on his fragile self image.

Each school district dealing with migratory children should give serious consideration to a large scale project whereby programmed materials and other self-instructional devices might be translated into Spanish wherever the presense of Mexican-American migrants is significant. These self-instructional devices could not only be used in the local schools but, if they could be produced inexpensively enough, could be given to migratory children for use at home.

Wherever individual instructional devices cannot be produced and implemented because of personnel or financial limitations, it is advisable that ability level grouping be utilized in classrooms containing disadvantaged youngsters, and that a sufficient number of teacher aides be employed so that the ability level groups can obtain appropriate instruction throughout the day. This last is a minimal approach to the vast variations in abilities of migratory children, but would be far better than the situation existing in many classrooms whereby virtually all instruction is done in groups of thirty.

As a final recommendation relative to the individual differences of the migratory children, consideration should be given to utilizing some of the recent developments pertaining to data-bank retrieval systems for educational programs. This is a system whereby pertinent information, both personal and educational relative to children, can be stored in large centrally-located data banks and retrieved whenever a migratory child enters a given school. In order to accomplish this, some system of identifying a given migratory child must be developed because these children often change names as they move between schools. Possibilities such as issuing a child an identification card whereby he is identified by number should be examined. This number could then be inserted into the data bank and the appropriate information relative to that child retrieved.

If this last recommendation could be fulfilled, large-scale projects might be initiated involving the use of electronic computers for individually prescribed instruction for migratory children. Any given child's "learning profile" could be inserted into a centrally located computer which would, in turn, prescribe appropriate learning activities for him and also prescribe appropriate learning materials. If individually prescribed instructional techniques were to be developed for migratory children, learning activity packages could be given to these children to serve as "learn as you travel" kits. Some work has been done on these kits but not relative to movement between schools where they could be the basis for more continuous and meaningful instruction in the new school.

Acculturation of the migratory child. Next to language, acculturation is the greatest single problem the migratory child encounters when he arrives at school. His culture contrasts sharply with the middle-class culture inherent in the American elementary school.

It would appear essential that throughout the curriculum of the school attending to the education of migratory children there be an interweaving network of experiences which will enable the migratory child to become familiar with and learn from the most useful aspects of the middle-class culture, while offering in turn the most useful aspects of his own culture. In curricular terms this would probably be best accomplished by a school developing a useful and lively orientation program at the outset of a new migratory child's experiences in that school. For a period of time this program should focus exclusively on interpersonal relationships within the school; student-to-student, student-to-teacher, student-to-student-organization. Through this focus on interpersonal relationships, the most informative aspects of the community culture will be exposed to the migrant child's view and participation. This orientation program should occur before the beginning of any formal learning experiences because of the extreme importance of the child being made aware of his surroundings and made comfortable in them before he is expected to "produce."

This phase of the curriculum is especially important because so many of the migratory families are currently moving to permanent locations and they will be in constant contact with either urban or rural middle-class standards from that point forward.

II. TEACHER TRAINING AND IN-SERVICE EDUCATION

This section of recommendations centers upon preparing professionals to work with students who come from the rural migratory setting. It is entirely possible that the kind of person selected to teach migratory children and the training experiences which enable him to better serve this group are the most important set of factors related to the success or failure of the migratory child in school.

The recommendations which follow are aimed at two sources of training: Pre-service and post-graduate university teacher training, and in-service education within the setting of the school district. Since specific teacher training for work with migratory children has barely begun at the university level, it is realized that the most likely usefulness of these recommendations for the immediate future will be on the part of in-service programs within the school districts themselves. However, the kinds of influence that the State Department of Education can exert would be significant in stimulating the planning of migratory child teacher training programs in the universities.

Training experiences in combining the affective and cognitive demands for learning experiences. During the course of this study it has become apparent that the most serious obstacle to effective instruction of the migratory child pertains to the limitation of many elementary school teachers' backgrounds. More specifically, this limitation focuses upon the teachers' lack of experience in dealing with minority groups and other cultures. No single aspect of teacher training or in-service education would be more significant for the teacher of the migratory child than an attempt to ameliorate this limitation through a series of experiences dealing with sensitivity groups, effective learning climates and elements bearing upon the acculturation of minority groups. Teachers should be equipped to integrate cognitive or academic learning with affective or emotional development in order to achieve a more humanistic learning environment for the migratory child. Unlike most conventional teaching this kind of instruction does not deal in rights and wrongs. Teachers must accept the dialect and the unique patterns of behavior the students bring with them, because they represent the students' own cultural background.

During this study the remarkable effects on learning occuring when a teacher demonstrates a warm attitude and approach while working with a migratory child were frequently observed. The data indicated that migratory families are more alienated from the school than they are from education in general, and that much of this alienation stems from the gap existing between teachers' predominantly middle-class culture and the students' unique heritage.

Among the immediate efforts that schools could undertake to alleviate this critical problem are (1) planned programs of regular teacher visits to migrant camps and ghetto areas in the vicinity of the schools in which they work; (2) sensitivity training sessions whereby feelings and awareness could be explored in groups of educators; and, (3) regular contacts with representatives of the poor people of the area. The interviewers collecting data for this study found that only in rare instances had teachers of migratory children visited the homes of these children, the camps where they live, or the fields where they work.

Further, effects must be made to put emphasis on reinforcing the work of the migrant child on those occasions when he experiences instances of success in school. He has seen enough failure in his own environment; he needs acceptance more than any other factor when he arrives in school. A planned program of experiences which put teachers in contact with the nearby migrant subcultures would be a powerful way to create understanding between teacher and child.

The study points to the fact that the two factors described above--the teaching of language, and an accepting and understanding teacher--are so significant that the first six years of school should focus almost exclusively upon them. By training teachers to teach language along the lines of the "English as a second language" approach with an emphasis on verbal expression and comprehension leading to written skills, would help to provide the migratory child early with those skills most highly valued by the middle-class culture, verbal comprehension and fluency.

Unfortunately, the students who need language training most, the culturally deprived, derive little value from the massive programs in language arts which characterize the elementary schools of Florida. These programs are adequate as long as the student already speaks standard English. Teachers who teach English to migratory children must be trained to utilize and develop the kinds of experiences unique to children who grow up in linguistic environments at variance with the prevailing culture, rather than to stress the rules of mechanics of standard English as does many of the present language arts curricula. The kinds of language experiences recommended here would serve the dual purpose of enhancing language learning and helping to provide a bridge of acculturation between the migratory child and the school environment.

Teacher training in the techniques of individualized instruction and programmed learning. The recommendations pertaining to the need for individualized instruction can only be implemented if the school districts serving migratory children and the universities preparing teachers of these children make an extended effort to train teachers in the appropriate techniques. This can be accomplished at the in-service level if school districts are willing to bring in curriculum and instruction people specializing in individualized instruction, and if the districts will provide teachers the time needed for this work.

Many excellent materials have recently become available, materials which enhance individualized instruction, independent activities and programmed learning. Much of the teacher training needed is in providing familiarity in the use of these materials, developing objectives for the use of them, and becoming proficient in the diagnosis of the level of achievement the evaluation of learning outcomes for children who use these materials.

Guidance counselor training. There is reason to believe from observations made during the study that there are two valuable roles that the school counselor can fulfill in the course of his work with migratory children. One is to help the child maintain his self respect in the face of a school culture which is at odds with his own, and the second is to assist him to plan realistically for vocations or additional schooling.

Unfortunately, very few Florida schools have elementary school counselors. It would be of great benefit to migratory children if elementary counselors were available to them because counselors can often represent for the student an accepting adult figure identified with the school, a figure with which the child can experience a one-to-one relationship. A counselor in the elementary school is particularly valuable for disadvantaged children because he is better able to promote an integration of the educational program with the child's background.

Training for school administrators. Throughout the course of this study field interviewers were witnesses to the various attitudes of people in the individual school offices--principals. assistant principals, clerical personnel--as these attitudes related to migratory children and programs developed for these children. In almost every case it was reported that in the schools where the most effective programs for migratory children exist the attitude of school administrators towards diversity and multi-cultural student bodies was favorable. Where evidence indicated that the attitude of individual school officials was characterized by a reluctance to discuss problems related to the education of migratory children or a denial of the existence of such problems it was subsequently noted that the school environment for these children often left something to be desired. In areas where the school programs for migratory children seemed most useful the administrators usually saw positive factors influencing the total school program arising from the presense of these children in their schools.

Because of this, it would seem to be extremely important that the same kind of sensitivity experiences and acculturation techniques discussed previously in the recommendations for in-service teacher training would be especially appropriate for school principals and assistant principals. To be more specific, sensitivity T-groups, organized visits to migrant camps and fields, and participation in community programs affecting migrants would all be invaluable means of preparing school leaders to enhance the schools capability for relating to migratory children and to create effective educational programs for them.

III. RECOMMENDATIONS FOR ORGANIZATIONAL CHANGES IN EDUCATIONAL PROGRAMS FOR MIGRATORY CHILDREN

Pre-school day-care centers. The survey took note of several active pre-school day-care centers in operation throughout Florida.

Unfortunately, the data shows that there were few of these and the fraction of pre-school migrant youngsters served by them is very small. In almost every case the day-care centers in existence appeared to observers to be quite effective, and were perceived by migrant parents as one of the most valuable forms of assistance to them among those of which they were aware.

In effect, most of the pre-school day-care centers in the migrant camps and housing areas enable migrant children from infancy to the age of five to be cared for by qualified adults and to be offered some form of an educational program during the long day the parents are in the fields. In most areas these day-care centers do not exist. In these cases young children are left in the care of an older sibling or a neighbor; frequently they are left to shift for themselves.

The significance of careful attention to the development of the preschool child is pointed up, not only by the dangers of their neglect while their parents work, but by recent research showing that experiences the disadvantaged child has during early childhood have an enormous effect on his cognitive abilities during later childhood. This is evidenced by the recent attention being given to the needs of children prior to Headstart programs, with new programs being developed for children of

3 and 4 years of age.

The day-care centers observed by survey interviewers in every case represented an improvement over the children's alternative situation whereby they are left in the camps during the day. Some of the day-care centers visited feature pre-school educational programs in which children are given readiness experiences through planned play and group activities. The intent of these programs are two-fold: to help the children learn to work and play cooperatively with other children, and to help ready them for learning skills they will encounter during the early elementary grades. The kind of supervised attention the migratory children in these centers were receiving gave indication of being a very positive influence on their lives.

It is here recommended that individual school districts give serious attention to developing kindergarten and pre-kindergarten programs for the migratory children in their area. Several exemplary day-care centers are in existence in South and Central Florida which could serve as models for those districts considering development of programs of their own. The Headstart format is one of the most promising attempts towards helping disadvantaged 5 year olds and would serve as a worthy model for programs developed by individual counties. Day-care centers should be located within the camps, or within convenient proximity to migrant camps or housing areas. If this is impossible, transportation of young children to these centers ought to be provided.

Expanding food programs in the schools. Most participating counties in Florida make free lunches available to migratory children. It is recommended that this food provision be expanded to include a light breakfast early in the morning. It was apparent throughout the course of the study that nutritional needs of these youngsters were particularly critical. It has long been known that energy requirements for learning are not available when children are in need of sufficient calories to sustain them throughout the day.

The study also revealed that the usual diet of the migratory child involves a preponderance of starches, and a lack of proteins. A light, but nutritionally balanced morning meal at school would alleviate problems resulting from this situation.

Increased use of mobile learning units. The few mobile learning units now in evidence among Florida county schools has pointed up the usefulness of this approach to increasing the visibility of education to the migrant community. It is recommended that increased use of mobile units be made, and that the use of these units be directed at creating interest among pre-school youngsters within the various camps in each county area. Further, it is recommended that mobile units be equipped with library facilities and various teaching aids, and that they be used extensively for weekend visits to the camps. The latter use would particularly benefit those migrant school-age children in each camp who would like to enrich their learning experiences. Use of mobile units for migratory children in the New Jersey area has been extremely effective and has centered on remedial as well as enrichment experiences.

Improved record-keeping and transfer systems. Throughout the course of this study it was apparent that there is great need for a uniform system of keeping records of migrant children in the schools. Not only does each record-keeping system tend to vary but few school districts seem to use the same definition for counting the migratory children within their area. This weakness is not serious until one considers the fact that it hinders the transfer of records of migratory children. In the majority of cases the migratory child's school records do not arrive in his new school until a long period has elapsed, if they arrive at all. It is recommended: (1) that the statutory definition of the migratory child be given to all building principals and county superintendents so that a given set of records will represent the same population; and (2) that each school system send the records of departing migratory children immediately to the school requesting them in the child's new location.

It is understandable that often the migratory family does not know where the new school will be, but the study revealed that frequently six or more weeks elapse after the child arrives before a request for records is made and the answer is received.

Communications between the migratory community and school. Efforts should be made in all counties where migratory activity is present to increase the amount of communication between the migratory family and the school. Consideration by schools should be given to employing staff members whose major responsibility would be to maintain this communication.

Schools and other agencies attempting to serve migratory families should give consideration to using their local television broadcasting stations to inform them of services available and to explain how these services can be obtained. During the study it was learned that the majority of migratory dwellings, modest as they are, contain operating television sets. Means of televised communication between the school system and the migratory adults should be explored.

Elementary counselors. Consideration should be given to hiring specially trained elementary guidance counselors who would work directly with migratory children and who would assist teachers in working with these children. Very few Florida schools employ counselors for use in the elementary schools. For the reasons given in a previous recommendation calling for special training of counselors it is important that these professionals be available to migratory children in grades K - 6.

Assessment of abilities. Florida schools would be well advised to begin to develop more sophisticated methods of assessing the aptitudes and achievement of migratory children. A natural starting point would be the Cheyney instruments included within the text of this report and developed expressly for this project. These instruments are ready for use and would be of benefit to teachers faced with new migratory children in their classrooms every month.

During the study teachers reported that one of their most difficult tasks in regard to working with migratory children was their initial placement of them in the instructional sequences occurring in the classroom. In order to do this they frequently had to guess at the youngsters' levels of abilities and proceed from there. Development of assessment tests would minimize this guessing at the outset of a child's experience with his new school.

Employment of additional visiting teachers. Assistance should be given to local school districts so that they could appoint more people whose responsibility it would be to assure that all migratory children present at any given time in a county are, in fact, in school. This task is handled in many of the program counties by professionals identified as visiting teachers. Wherever these people are present the attendance of the migratory children of the area is higher than it is in other counties. It is strongly urged that additional visiting teachers be employed so that these people could actually check fields to see if children are working in them, and so that they could follow up their attendance checking by working with parents toward helping them realize the importance of schooling for their children.

Health care. Because of the deplorable health conditions of many members of Florida's migratory population, school districts should place greater emphasis on health care relative to migratory children. These children should be given regular physical check-ups with special emphasis on nutritional deficiences. Florida migrant health agencies have done some very impressive work in this area, and it is recommended that school districts establish some coordination with these agencies so that more direct access to migratory children can be attained.

A study of mechanization in the agricultural industry. Finally, it is strongly recommended that a study be undertaken relative to the work now being done towards mechanizing many of the agricultural industries in this and other states. This study should have a two-fold purpose: first, to project the future date of total mechanization, and secondly, to identify occupations which might be filled by migratory workers who will be unemployed as a result of this mechanization. Efforts should then be undertaken to translate these occupations into a meaningful curriculum component for schools who are now engaged in educating children of migratory workers who will one day be replaced by mechanization and whose children will need saleable occupational skills.

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